REPORT RESUMES

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1966 CURRICULUM PROJECTS IN ENGLISH, A REPORT ON 172 PROJECTS IN 35 STATES.

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NATIONAL COUNCIL OF TEACHERS OF ENG., CHAMPAIGN, ILL

PUB DATE 66

EDRS PRICE MF-$0.50 HC-$3.12 76P.

DESCRIPTORS- *CURRICULUM PLANNING, *ENGLISH INSTRUCTION, *LANGUAGE ARTS, *RESEARCH PROJECTS, ABLE STUDENTS, CURRICULUM GUIDES, DISADVANTAGED YOUTH, ELEMENTARY SCHOOLS, ENGLISH CURRICULUM, EXPERIMENTAL PROGRAMS, INSERVICE TEACHER EDUCATION, INSTRUCTIONAL MATERIALS CENTERS, LOW ACHIEVERS, RESOURCE CENTERS, SECONDARY SCHOOLS, SUMMER SCHOOLS, TEACHER EDUCATION, TEAM TEACHING, NCTE

PERSONS INVOLVED IN STATE AND LOCAL EFFORTS DIRECTED TOWARD CURRICULUM CHANGE IN ENGLISH WERE INVITED BY THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, IN 1966, TO REPORT THEIR PROGRESS. THIS INVENTORY OF 172 PROJECTS IN 35 STATES PROVIDES A SUMMARY OF EACH PROJECT, INDICATING THE INVESTIGATORS, GOALS, METHODS, AND AVAILABILITY OF COPIES OF REPORTS. THE PROJECTS ARE INDEXED AND CROSS-REFERENCED ACCORDING TO AREAS OF CURRICULUM INTEREST. THE MAJORITY TREAT, AT ALL EDUCATIONAL LEVELS, ASPECTS OF THE LANGUAGE ARTS, CURRICULUM ORGANIZATION AND DEVELOPMENT, AND TEACHER PREPARATION AND IN-SERVICE TRAINING. OTHER AREAS COVERED ARE TEAM TEACHING, TEACHING METHODS, INSTRUCTIONAL MATERIALS AND RESOURCE CENTERS, SUMMER SCHOOL ENGLISH PROGRAMS, THE DISADVANTAGED, THE LOW ACHIEVER, AND THE ABLE STUDENT. (JB)

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1966 Curriculum Projects in English

A REPORT ON 172 PROJECTS IN 35 STATES

TE 000 023

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

FOREWORD

During the past five years, the attention of local, state, and national leaders on new curriculum planning in all phases of English has resulted in a careful and continuing reconsideration of content, goals, and methods in teaching English at all educational levels. Well known to most members of the profession is the important work of the curriculum study centers established by the U. S. Office of Education and described in an article by Michael Shugrue (PMLA, September 1966) and in a forthcoming progress report prepared by the Commission on the English Curriculum (Robert Bennett, editor) to be published by NCTE in November 1966. Less well known, however, are the scores of state and local efforts at curriculum change in English which complement and extend in many ways the work of the curriculum study centers. This inventory is an attempt to report on many of these projects.

In April 1966, the National Council of Teachers of English invited those involved in curriculum projects in English to report their current progress; the inventory which follows provides a summary of these projects. It is far from complete, including as it does only those projects reported to NCTE by midsummer; but, in describing the work on 172 projects in thirty-five different states, it presents a kaleidoscopic portrait of the ferment of the present moment. Continuing information on the development of many projects may be obtained from the Center for Applied Linguistics, which is attempting to maintain a regular inventory of projects in English and reading.

The inventory is divided into several areas of curriculum interest, with cross-references at the end of each section of the index pointing to studies with implications for more than one area. Within each area, studies are listed alphabetically by state. The general index of the studies, provided initially, is intended to assist readers in locating reports on various topics.

For assistance in compiling this report, the Council is indebted to Arthur Applebee and Jonathan Corbin.

JAMES R. SQUIRE
Executive Secretary

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I. 7 Loyola University. Sr. Mary Constantine, S.S.J. *Evaluation of an English Methods Course*. 1965-1966.

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I. 9 North Central College. Richard M. Eastman, Erling W. Peterson. *Comparative Curriculum Study*. 1965-1969.

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I.12 Saint Xavier College. Evangeline G. Bollinger, George K. McGuire. *The Development of an Observation Schedule for Objective Recording of the Teaching of Reading at the High School Level*. 1965--.

I.13 Southern Illinois University. Gladys R. Steinman, Dale Dolpke. *Handbook for Student Teachers in English*. 1963--.

I.14 Southern Illinois University. Gladys R. Steinman. *Tape Recordings for Demonstration*. 1965-1967.

I.15 University of Illinois. J. N. Hook. *Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers (ISCPET)*. 1964-1969.

I.16 Committee on English, Literature, and the Fine Arts of the Seminar to Introduce New Experiments in Undergraduate Instruction. Walter J. Ong, S.J. 1965.

I.17 Oregon State Board of Education and State Department of Education. *The Oregon Program*. 1962--.

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J. CONTINUING EDUCATION OF TEACHERS

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J. 2 Little Rock Public Schools. L.C. Leach, Mrs. Lester Mansur. *Annual Arkansas Council of Teachers of English Workshop*.

J. 3 Area III (California). Helen Strickland. *English Project*. 1965-1967.

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J. 7 Duval County (Florida) Schools. Daryle C. May. *In-Service Institute for Teachers of the Disadvantaged*. 1966.

J. 8 Escambia County (Florida) Department of Public Instruction. Ruth Duncan. *Personal Development through Improvement of Communications Skills*. 1966-1967.

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J.10 Ball State University. Anthony Tovatt. *Inservice Training Program in English*. 1965-1966.

J.11 Oregon State Department of Education. Eleanor Jenks. *The Teachers' Schommunity: A Report of Promising Practices in Oregon's Language Arts Classrooms*. 1965-1966.

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J.17 West Virginia State Department of Education. Lorena Anderson. *State Television Program on the Teaching of Reading*.

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K. 2 D. C. Public Schools. Charlotte K. Brooks, Daniel Fader. *English in Every Classroom*. 1965--.

K. 3 American Association of School Librarians. *Knapp School Libraries Project*.

K. 4 Holliston (Massachusetts) High School. Eleanor R. Barstow. *Long-Range Plan for English Language Arts Program*. 1966-1971.

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M. 2 Center for Applied Linguistics. Alfred S. Hayes, Sally Babylon, Joe Varley. *Inventory of Projects and Activities in Reading and English*.

M. 3 Southern Illinois University. Ellen Frogner. *Language Opinionnaire*. 1965-1969.

M. 4 University of Illinois. James R. Squire, Roger K. Applebee. *National Study of High School English Programs*. 1963-1966.

M. 5 Bemidji State College. Myron R. Swanson. *Questionnaire on the Teaching of English to College-Bound Students*. 1966.

M. 6 Catholic Board of Education, Cincinnati. Thomas Corbett. *Survey of English Teaching*. 1966-1967.

M. 7 Indiana University of Pennsylvania. David M. Cook, Craig G. Swauger. *A Survey of Practices Related to Student Teaching in English in Pennsylvania's Teacher Education Institutions*. 1966-1967.

M. 8 Wisconsin English Language Arts Curriculum Project. Robert C. Pooley. *Test Survey*. 1965-1966.

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N. SUMMER SCHOOL ENGLISH PROGRAMS

N. 1 Clayton Valley High School, Concord, California. Charles Lynch. *Summer School English Program*. 1966.

N. 2 D. C. Public Schools. Charlotte K. Brooks. *Enriched Summer School Program--English*. 1966.

N. 3 Old Rochester Regional High School, Mattapoisett, Massachusetts. Llewellyn V. Roberts. *Drama Workshop*. 1966.

N. 4 Unified School District No. 1, Racine, Wisconsin. Lloyd Johansen. *Skill Building in Novel Approaches*. 1966.

DESCRIPTION OF PROJECTS

A. CURRICULUM ORGANIZATION AND DEVELOPMENT

A. 1 Archdiocese of San Francisco, 443 Church Street, San Francisco, California 94114. Leo E. Doyle, S.M., Sr. Roberta Julie, S.N.D. Design for an English Curriculum--Secondary Schools.

A four-year sequential course in literature was prepared for teachers of English by a curriculum committee of the Department of Education, Archdiocese of San Francisco. A composition sequence will be prepared in 1966-1967.

Materials available: Design for Learning (Archdiocese of San Francisco: $2.00).

Project began in 1965, is completed except for composition study in the coming academic year; supported by Archdiocesan Department of Education. (Reporting: Bro. Leo E. Doyle, S.M.)

A. 2 State Department of Education and State Board of Education, 721 Capitol Mall, Sacramento, California 95814. Donald Kitch, Everett O'Rourke. Development of a Curriculum Framework in English--Grades K-12.

A framework for an English curriculum, kindergarten through twelfth grade, is being prepared by a state-wide advisory committee appointed by the California State Board of Education in June 1964. The committee expects to prepare by the spring of 1967 descriptive guidelines including material on the philosophy and rationale underlying English instruction, provision for continuity and integration, individual differences, teacher education, and a selected annotated professional bibliography.

Project began in July 1964, terminates June 1967; supported by the National Defense Education Act and the Elementary and Secondary Education Act. (Reporting: Everett V. O'Rourke)

A. 3 State Department of Public Instruction, Dover, Delaware 19901. Gary L. Houpt, Daniel J. Casey. State Language Arts Curriculum Supplement.

A curriculum supplement to introduce the unit approach is being prepared by the Department of Public Instruction, which will provide materials, demonstrations, and consultations in schools throughout the state. The supplement will explain how unity is to be achieved and offers four specific units, three of which are already being field tested. Language Study is an introduction to linguistics designed for group work and uses a twenty volume library in considering dialect geography, semantics, levels of usage, lexicography, and American slang; literature and composition are related to each topic. Contemporary Poetry is based on five universal themes (e.g., the search for identity). Journalism develops an appreciation for brevity and vividness and includes a kit prepared by the Wilmington Evening Journal. History of English Language introduces students inductively to the historical development of English through examples of Australian English, about whose mutations they must generalize. Additional units will also be prepared.

Project began in February 1966, first phase terminated August 1966; supported by the State Department of Public Instruction. (Reporting: Gary L. Houpt)

A. 4 D. C. Public Schools, 1730 R Street, N.W., Washington, D.C. 20009. Charlotte K. Brooks. Curriculum Revision--Grades 7-12.

A total revision of the English curriculum for the D.C. schools was begun in 1964 under the direction of the Department of English. Committee members and consultants drawn from all levels, kindergarten through twelfth grade, are revising and evaluating the curriculum in literature and the language arts, including developmental reading, developmental speech, and oral and written composition.

Project began in the fall of 1964; funded by the Board of Education. (Reporting: Charlotte K. Brooks)

A. 5 Alachua County Public Schools, Board of Public Instruction, 1817 East University Avenue, Gainesville, Florida 32601. Louis B. Echols, W.S. Talbot. Study Guides for Alachua County Language Arts.

During the summer of 1965 curriculum guides for the English language arts, grades seven through twelve, were compiled and edited. These were distributed to all teachers in the county for use, study, and suggestions during the 1965-1966 academic year, prior to final revision in the summer of 1966.

Project began in the summer of 1965, terminates fall of 1966; supported by local school system. (Reporting: Louise B. Echols)

A. 6 Department of Public Instruction, Pinellas County, Clearwater, Florida. Dwight Burton, Lois V. Arnold. Senior High Pilot Program in English.

An experiment in semester organization at the senior high school level is underway in three Pinellas County high schools. Three prerequisites--language, composition, and American literature--and electives including English, contemporary or world literature, advanced composition, creative writing, journalism, speech, drama, and business English are the results of an attempt to eliminate duplication of material and to meet the needs of the students more effectively. (Reporting: Reva Swift)

A. 7 Florida State University, Curriculum Study Center in English, Tallahassee, Florida. Junior High School Curriculum Study.

Three sequential English curricula are being tested in six Florida junior high schools. Students beginning in a curriculum in the seventh grade will continue through the ninth grade, at the end of which a testing program will be conducted. The first curriculum is based on the facets of the subject matter and the logic of the subject, including specific units in linguistics, literature, and rhetoric each year. The second centers on literature organized around four thematic units representative of basic human relationships. The third is a spiral approach, incorporating linguistics, literature, and rhetoric in each of its phases.

Project began in 1964, testing terminates in 1967. (Reporting: Reva Swift)

A. 8 Hawaii Curriculum Center, Room 306, 1040 South King Street, Honolulu, Hawaii 96814.

The Hawaii Curriculum Center is designed as catalyst and administrator of developmental projects under ESEA Title III, seeking to facilitate positive innovation and change in all aspects of education in Hawaii. The staff will identify educational problems, issues, and needs; seek, test, and evaluate promising solutions; disseminate in an orderly way the solutions evolved; and develop a cadre of highly trained teachers and curriculum specialists to work in the schools. Teams of scholars, elementary and secondary specialists, and experienced teachers will plan and evaluate a reconstituted curriculum in all the areas of the communicative arts. Answers will be sought to such perennial problems as how to teach standard English to dialect speakers and what kind of knowledge of language structure students should have. The reconstituted elementary program in kindergarten through second grade will receive primary emphasis in the first year; major efforts in upper elementary and secondary programs are planned for 1967-1968. Curriculum development is planned in the areas of language, reading, and the fine arts, drawing on the most recent technological aids, research findings, and scholarship to provide an integrated and effective curriculum at all levels.

Project began in 1966; supported by the Elementary and Secondary Education Act, Title III.

A. 9 Lewiston High School, Lewiston, Idaho. Virgil Larson. American Civilization.

A course presenting a unified background in American history and culture is being written this summer to replace the standard junior year courses in English and American history. Guest speakers, outside readings, and various media aids will be used in a basically humanities approach to the subject, which will be taught by a three-teacher team to a class with triple the usual enrolment.

Project began in June 1966, terminates May 1967; supported by federal funds. (Reporting: Grace Nixon)

A.10 School District No. 25, Post Office Box 1766, Pocatello, Idaho 83201. Parker E. Richards. Development of English--Literature Study Guides, Grades 7-12.

A fused English-literature course is being developed by a team of two teachers from each grade level to replace a one-semester English and a one-semester literature program. The district uses three tracks, level I for advanced students, II for average, and III for slow learners and below average. Emphasis is being placed on developing a realistic program for the slow learners and underprivileged students in level III.

Project began June 13, 1966; supported by Elementary and Secondary Education Act, Title I. (Reporting: Parker E. Richards)

A.11 Purdue University, 215 Heavilon Hall, Lafayette, Indiana 47907. Arnold Lazarus. An Integrated Curriculum in Literature, Language, and Composition for Junior High Schools.

About a dozen units integrating studies of literature with activities in writing and speaking are now being developed by the Project English Curriculum Center at Purdue. The materials are tested with 1800 seventh grade students in northern Indiana, some of whose work is annotated and scored by members of the English department at Purdue. STEP tests are being administered at the beginning and end of the study, and the results are compared with large control groups in Indianapolis.

Project began in September 1965, terminates August 1967; supported by the U.S. Office of Education and Purdue University. (Reporting: Arnold Lazarus)

A.12 Indiana University, 1125 Atwater Avenue, Bloomington, Indiana 47401. Edward B. Jenkinson. English Open to All Junior and Senior High School Students.

The discovery of fundamental concepts in language, literature, and composition and the ordering of these concepts in an inductive teaching program is the concern of the English Curriculum Study Center at Indiana University. Nine courses of study are being prepared, each containing adequate description of content and methods rather than a course outline.

Projected publications include Essays on Teaching Literary Forms, Literature for Junior High School Students, Language for Junior High School Students, Composition for Junior High School Students, Language for Senior High School Students, Composition for Senior High School Students, Literature for Senior High School Students, Speech in the Senior High School, and Sources, which will contain annotated bibliographies of textbooks, references, audio-visual materials, and desiderata for future publications.

Available now: Teacher's Guide to High School Speech, 264 pages (from NCTE and from the Speech Association of America, Statler Hilton Hotel, New York, New York 10001; $1.75 postpaid).

Project began September 1, 1963, terminates September 1, 1968; supported by the U.S. Office of Education and the Cummins Engine Foundation. (Reporting: Edward B. Jenkinson)

A.13 Keokuk Senior High School, 2285 Middle Road, Keokuk, Iowa 52632. Jerry Reynolds. Elective Courses for Seniors.

Eight electives are offered instead of the usual English 12: Everyday Writing, Seeing Life through Literature, Twentieth Century World Literature, Images of Man, Individualized Reading, Writing Laboratory, Democratic Community Problem Solving, and Special Projects. These one-semester offerings had a higher total enrolment than the usual required English 12 and seemed to meet the needs and interests of all tracks.

Project began in September 1964; supported by the local school district. (Reporting: Morris D. Wilson)

A.14 Swampscott High School, Swampscott, Massachusetts 01907. Eleanor F. McKey. Summer Workshop in Curriculum Making.

Sequential units in English in the elementary and secondary school are being developed during the summers by eight teachers from different grade levels. In the summer of 1965 a rationale and elementary sequences were developed; the summer of 1966 will evaluate this work and extend the curriculum guides through the high school years. A professional library is being assembled, curricula of other schools studied, and the teachers introduced to the linguistic approach to English in the summer workshops.

Project began in June 1965, terminated July 27, 1966; supported by the local school district. (Reporting: Eleanor F. McKey)

A.15 Berne-Knox Central School, Berne, New York 12023. Malcolm J. Hewitt. Coordination and Articulation of English, K-12.

Curriculum

The coordination of units in the school's English program for all grades is the goal of this project.

Project began June 5, terminated August 19, 1966; supported by federal funds. (Reporting: Malcolm J. Hewitt)

A.16 Board of Education of the City of New York, Bureau of Curriculum Development, 110 Livingston Street, Brooklyn, New York 11201. Joseph O. Loreton. Field Study, Evaluation and Revision of Language Arts Curriculum Materials, Pre-Kindergarten-Grade 12.

Materials available: Language Arts Handbook: Pre-Kindergarten-Grade 2 (from Sales Publications Office, 110 Livingston Street, Brooklyn, New York 11201). Forthcoming publications: Language Arts Handbook: Grades 3-4 and Language Arts Handbook: Grades 5-8.

A.17 Board of Education of the City of New York, Curriculum Center, 130 West 55th Street, New York, New York 10019. Jerome Carlin. Revision of the English Language Arts Curriculum, Grades 5-12.

An English curriculum that will make its contribution to the Great Society is the objective of the current program for revising the syllabi for intermediate schools (grades five through eight) and high schools (grades nine through twelve). Materials will be organized in strands--Reading, Literature, Writing, Speaking and Listening, and Language--and will include as integral elements English as a second language and media aids in the language arts.

Project began in February 1965, terminates June 1968; supported by the Board of Education of the City of New York. (Reporting: Jerome Carlin)

A.18 Hunter College High School, 930 Lexington Avenue, New York, New York. Bernard Miller. Independent Study Program for Seniors.

Time for independent study for seniors was provided in 1966 by simply stopping formal classes after May 20. Students were encouraged to explore in depth an area which they felt was important; special lectures, seminars, and trips were also scheduled. No credit was given.

A.19 North Shore High School, Glen Head, New York. Norman Ross. A Sequential and Developmental Program for Teaching English in Grades 7-12.

A sequential and developmental program in composition, literature, and reading, the result of a doctoral project, is now being followed and evaluated in the high school.

Project began in 1962, is completed except for evaluation of results; supported by the local school district. (Reporting: Norman Ross)

A.20 Owego-Apalachin Central School, 36 Talcott Street, Owego, New York. Lawrence L. Jackson. Revision of K-12 Curriculum in English.

Overlapping and duplication of content and skill development are being eliminated from the curriculum through the selection and sequential organization of skills in each of the language strands. The project began in 1964 with a review and evaluation of the entire English program and has so far produced teacher guides in two of the strands.

Materials available: Curriculum Guide--Literature 7-12, $1.25; Curriculum Guide--Composition 7-12, $1.25; Curriculum Guide--Literature K-6, $1.25.

Project began June 30, 1964, terminates September 6, 1968; supported by local funds. (Reporting: Lawrence L. Jackson)

A.21 Guilderland Central Schools, Guilderland Center, New York 12085. Peter W. Alland. Literature Curriculum Development, K-12.

An organized literature program for grades K-12 is the goal of this project, which is developing a scope-sequence chart based on the needs and interests of the students. Teaching units using a multi-media approach will be developed around the basic sequential outline.

Project began in February 1966, terminates September 1967; supported by local funds. (Reporting: Peter W. Alland)

A.22 The University of the State of New York, The State Education Department, Offices of Research and Evaluation, Albany, New York. State Aid for Experimental Programs.

A special program of financial assistance for local school districts willing to experiment with innovations to improve the quality of instruction was established by the State of New York in 1958. Each program receiving state approval had to include a plan for the thorough assessment of the ability of the innovation to improve the quality of instruction. These projects have included many at all levels of English and the language arts.

Materials available: Experimentation and Innovation: A 7-Year Report.

Project began in 1958; supported by state funds.

A.23 Needham Broughton High School, Peace Street and St. Mary's, Raleigh, North Carolina. Joseph Holliday, Phyllis Peacock, Robert Pittillo. Independent Study in Senior English.

Seniors pursue their own interests after initial orientation and training in library and research skills. Each student presents a lecture on his subject to his classmates and is expected to participate in seminar discussions. Wide reading is encouraged and a record of these experiences kept.

Project began 1965-1966 academic year; supported by Raleigh City School System. (Reporting: Phyllis Peacock)

A.24 Wahpeton Senior High School, Wahpeton, North Dakota. Loretta Hinnenkamp. English Curriculum Study.

Discussion of an integrated curriculum for kindergarten through twelfth grade began in December 1965 with a series of faculty meetings with a consultant from North Dakota State University. Attended by selected teachers of English, kindergarten through twelfth grade, from public and parochial schools, these meetings resulted in the adoption of the Roberts texts for the elementary years, in a term being sent to the NDEA Institute at NDSU this summer, and in a plan to develop a new curriculum during the coming year.

Project began in December 1965; supported by the local school board. (Reporting: John Hove)

A.25 Catholic Board of Education, 220 West Liberty Street, Cincinnati, Ohio 45210. Thomas Corbett. Cluster Control: A Large School-System Concept for Curriculum Building.

Curriculum guides are being prepared by each high school (or joint boys' and girls' schools) and its tributary elementary schools in this project, rather than by the district as a whole. Guides thus produced, it is hoped, will have a relevance and immediacy that the previous systemwide guides had lacked.

Project began in November 1965, terminates June 1968; supported by the Catholic Board of Education. (Reporting: Thomas Corbett)

A.26 University of Oregon, Eugene, Oregon. A. R. Kitzhaber. A Sequential Curriculum in Language Arts, Reading, and Composition.

This five year curriculum study center is developing model curricula in transformational grammar, rhetoric, and literature for grades seven through twelve. Units for each grade level are developed at the center and tested in selected schools of Washington and Oregon.

Materials available: sample units from the English Institute Materials Center, Modern Language Association, and National Council of Teachers of English (508 South Sixth Street, Champaign, Illinois 61820).

Project began in September 1962, terminates August 1967.

A.27 Houston Independent School District, Houston, Texas 77306. Mable Scott, Mildred Fisher, Evelyn Woodruff, Betty Lester. English Project.

A non-credit English course is planned as an experiment in learning with pleasure. Guest lecturers are planned on logic, rhetoric, and selected works of literature. Reading and discussion will proceed at a pace natural to the students involved, and special sessions will deal with individual problems and deficiencies which might be ignored in a standard English course.

A.28 Granite School District and the University of Utah, Salt Lake City, Utah. Calvin Taylor. Creativity in the Teaching of English.

The active participation of the student in the learning situation is one objective of this project, which will eventually be expanded to include other districts in the state.

Project began in September 1965, terminated June 1966; supported by the Elementary and Secondary Education Act, Title I. (Reporting: Jewel J. Bindrup)

A.29 Western Small Schools Project, University Club Building, Salt Lake City, Utah. Rowan Stutz, Russel Merrill. Phased English.

Materials suggesting possibilities for "phasing" English in small schools lacking sufficient trained personnel are being developed and evaluated by this six-state organization. English Learning Centers have also been set up in three schools.

Project began in August 1964. (Reporting: Jewel J. Bindrup)

B. LITERATURE

B. 1 Mt. Diablo Unified School District, 1936 Carlotta Drive, Concord, California 94521. Norman H. Naas. Units in Literature for "B" Track Students.

Two units, "Man in War" and "Outside the Circle," were developed in this project to make literature more meaningful for the general student. Close reading of a single work is the core of the units, each of which carefully explicates the text and suggests teaching procedures, assignments, and discussion questions.

Project began in September 1965, terminates June 1967; supported by district funds. (Reporting: Norman H. Naas)

B. 2 D. C. Public Schools, Department of English, 1730 R Street, N.W., Washington, D.C. 20009. Charlotte K. Brooks. Poetry Seminars.

A series of poetry seminars with lectures by special Poet-Consultants of the Library of Congress has become an annual program for high school students. The lectures, discussions, and analysis of the works of poets past and present have been so popular that enrolment has had to be restricted to seventy students per session. Participating poets have included Howard Nemerov, Reed Whittemore, and Stephen Spender.

Project began as an annual program in the fall of 1963; supported by the Board of Education. (Reporting: Charlotte K. Brooks)

B. 3 D. C. Public Schools, Department of English, 1730 R Street, N.W., Washington, D.C. 20009. Charlotte K. Brooks. Poetry Workshops.

A program of lectures, films, readings, discussion, and analysis of original verse was presented to senior high school students from public, private, and parochial schools. The culminating activity was a Shakespeare festival with special exhibits and presentation of selected Shakespearean scenes in the secondary schools and the D. C. Teachers College.

Project began September 1, 1964, terminated 1965; supported by the Department of English. (Reporting: Charlotte K. Brooks)

B. 4 Johns Hopkins University and the Baltimore City Public Schools, 3 East 25th Street, Baltimore, Maryland 21218. Vernon S. Vavrina, Jean B. Owens, Milton Velder. Lecture Series on the Novel.

A series of lectures on the novel by members of the university staff was open to students from public, private, and parochial schools in the Baltimore area. Over 1200 academically talented students participated in the series.

Project began April 28, terminated May 26, 1966; supported by the Baltimore City Public Schools and Johns Hopkins University. (Reporting: Jean B. Owens, Milton Velder)

B. 5 Syracuse University, Syracuse, New York. Margaret Early. Development of a Testing Instrument to Measure Taste and Discrimination in Literature at Upper Elementary Levels.

This research study in cooperation with the Educational Testing Service seeks to determine the feasibility of devising an instrument which could measure growth in taste and discriminative response to literature in grades four through six. If such a test proves feasible, it will be used, along with other measures, in a series of research studies dealing with methods and materials in teaching literature in the elementary school.

Project began in February 1963; supported by the National Council of Teachers of English Research Foundation; additional support for pilot testing and standardized test forms from the Educational Testing Service.

B. 6 Houston Independent School District, Houston, Texas. Literature in Grades 4-6.

A program for literature in grade six was instituted by the Houston Independent School District in 1961-1962 and later expanded to grades four and five. The curriculum centers on a core book, around which library readings about similar themes can be chosen. The core books stress the value and dignity of the human being and help develop ethical values which will be the foundation for good character.

Project began in the 1961-1962 academic year as a regular program of the Houston Independent School District.

B. 7 Houston Independent School District, Houston, Texas. Mildred O. Fisher. A Project to Encourage Wider Reading of Literature.

Wider reading of literature in the eleventh grade was encouraged by providing class time for reading. The first novel was studied as a class project, a second novel was read in groups of four, and finally the students read individually during class from a long list of titles.

Project conducted in 1965-1966 academic year as a normal class activity.

C. LANGUAGE

C. 1 Mt. Diablo High School, 2450 Grant Street, Concord, California 94520. Harold Godchaux. Teaching Linguistic Structure.

An attempt is being made in this project to ascertain whether a linguistic approach to language study has more appeal to the students and will have more impact on writing skills than a traditional approach. Teachers involved are doing extra work to prepare themselves, some by further course work, others by attending a spring conference on linguistics sponsored by the Central California Council of Teachers of English.

Project began in September 1964; supported by district funds. (Reporting: Norman Naas)

C. 2 Mt. Diablo Unified School District, 1936 Carlotta Drive, Concord, California 94521. Norman Naas. Experimental Use of Postman-Damon Materials.

An inductive, linguistic approach to the study of language is being evaluated in this project, materials for which have been developed by Holt, Rhinehart, and Winston.

Project began in September 1965, terminates June 1967. (Reporting: Norman Naas)

C. 3 San Diego City Schools, Education Center, 4100 Normal Street, San Diego, California 92103. Robert A. Bennett. Functional Language.

A spiral curriculum for language skills in the elementary grades is being developed in this project. Each sequence has four steps; the first is preteaching, in which the child is surrounded by models and guides to set standards. The second step is a speaking, listening, or writing activity; the third, the assessment in terms of standards and the setting of new goals. The final step is drill activities. Spelling goals come from needs which appear in the children's writing, from survey tests, and from specialized content areas. The guide suggests activities and illustrative sequences that can be drawn on to reach the curriculum objectives, which are listed under correctness and effectiveness; understanding of word function, sentence construction, and the nature of language; and attitudes related to independence and a positive self-concept.

Materials available: Functional Language: A Guide to the Teaching of Composition, Speaking, Listening, Handwriting, and Spelling in Grades 3, 4, 5, and 6 (Revised version available in September 1966, cost to be determined).

Project began in September 1965, terminates September 1969; supported by San Diego City Schools. (Reporting: Robert A. Bennett)

C. 4 Connecticut State Department of Education and Connecticut Council of Teachers of English, Wesleyan University, Middletown, Connecticut. Robert Coleman. New Approaches to Language Study.

This workshop will seek to describe and examine the latest findings of scientific linguistics, to suggest language study practices that can be implemented in grades four through twelve, and to evaluate the effectiveness of instructional practices evolving from linguistically sound principles.

Project began June 26, terminated June 30, 1966; supported by the National Defense Education Act and registration fees. (Reporting: George Thomas)

C. 5 D. C. Public Schools, Department of English, 1730 R Street, N.W., Washington, D.C. 20009. Charlotte K. Brooks. Programmed Grammar and Composition.

Writing by Patterns and Modern English Sentence Structure are being evaluated in grades eleven and twelve of four senior high schools, with four experienced teachers and 140 students in the college preparatory track. The books are used according to the instructions of the author without any other teaching in the areas of grammar or sentence structure.

Project began in November 1965, terminates June 1967; supported by the publisher, L.W. Singer Company. (Reporting: Charlotte K. Brooks)

C. 6 D. C. Public Schools, Department of English, 1730 R Street, N.W., Washington, D.C. 20009. Charlotte K. Brooks. Project Linguistics.

Discovering Your Language (Postman) and the inductive method of teaching grammar and composition are being evaluated in this project involving seven teachers and 200 pupils from six junior high schools and one senior high school (slow learners). Standardized tests and subjective evaluation of compositions are being used to measure the effectiveness of these methods. The first evaluation in June 1965 indicated positive results, but with accompanying reservations and suggestions for revisions. The project continued with the second book in the series (The Uses of Language) in December 1965, with five teachers and 170 pupils in five junior high schools.

Project began in November 1964; supported by the publisher, Holt, Rhinehart, & Winston. (Reporting: Charlotte K. Brooks)

C. 7 D. C. Public Schools, Department of English, 1730 R Street, N.W., Washington, D.C. 20009. Charlotte K. Brooks. Project Literacy.

Building Language Power, a text series for the use of illiterate adults, is being tested in six junior high schools with selected groups whose language does not exceed that of grade two, but who are fifteen or more years old. Seven teachers and seventy pupils are involved. Initial evaluation was made in June 1966; final evaluation will come in January 1967.

Project began in January 1966, terminates January 1967; supported by the publisher, Laubach Literacy, Inc. (Reporting: Charlotte K. Brooks)

C. 8 D. C. Public Schools, 1730 R Street, N.W., Washington, D.C. 20009. Charlotte K. Brooks. Programmed English Skills.

The use of programed texts to develop certain basic skills in the language arts is being evaluated in this project involving ninety pupils and three teachers in three junior high schools. Teachers were directed to use the program according to the author's instructions, with no additional instruction in the skills involved. Standardized tests and close examination of written composition will be used to evaluate the program.

Project began in November 1965, terminates 1967; supported by the publisher, D. C. Heath Co. (Reporting: Charlotte K. Brooks)

C. 9 Florida State University, Tallahassee, Florida 32306. Kellogg W. Hunt. Syntactic Difficulty in Reading and Writing.

Certain syntactic characteristics were found to be indexes of maturity in the writing of average students in grades four, eight, and twelve, and the writing of skilled adults carried the same tendencies still further. The project also studied the writing of superior students in grades four and twelve and the syntactic characteristics of passages known to be 80 percent comprehensible to students in grades four through nine.

Materials available: Grammatical Structures Written at Three Grade Levels (from NCTE, 508 South Sixth Street, Champaign, Illinois 61820; $1.75).

Project began in January 1963, terminated July 1966; supported by the U.S. Office of Education. (Reporting: Kellogg W. Hunt)

C.10 Northern Illinois University, DeKalb, Illinois. Andrew MacLeish. Structural and Transformational Grammar for Twelfth Grade Students and Their Teachers.

This project is designed to ascertain whether the teaching of grammar in the twelfth grade will improve student writing and whether phonology, morphology, and transformational syntax will stimulate student interest to the point where it will affect their writing. An eight week summer institute on phonology and morphology was used to train teachers in the use of the materials, which were tested in the classroom during the 1965-1966 academic year. An institute in the summer of 1966 worked on transformational grammar, which will be introduced in the classroom in the 1966-1967 academic year.

Project began September 1, 1964, terminates September 1, 1967; supported by the Cooperative Research Division, U.S. Office of Education. (Reporting: Andrew MacLeish)

C.11 Indiana State University, Terre Haute, Indiana, and Effingham High School, Effingham, Illinois. Bertrand F. Richards. The Effingham Experiment.

Students are led to discover principles on a nonverbal level in this project, which relies heavily on daily, disciplined writing. An overall semiotic approach is being developed which considers linguistics, semantics, and syntax as necessary disciplines, each contributing to total language study. Originally concerned primarily with English for the college-bound student, the project is being expanded to all levels, grades seven through twelve.

Project began in September 1965, terminates its preliminary phase June 1968; supported by Effingham High School, Indiana State University, and Borg Warner Corporation (terminated). (Reporting: Bertrand F. Richards)

C.12 Ball State University, Burris Laboratory School, Muncie, Indiana 47306. Helen Sargent. Applied Linguistics.

Three video tapes have been made in an effort to translate linguistic theory into classroom practice. "Applied Visuals" explores the student's inherent knowledge of English using morphological, lexical, and phonemic clues. "Noun Clusters" demonstrates how modifiers of the subject of a sentence are generated from kernel sentences. "Verb Clusters" develops the formula for the expansion of the verb inductively and discusses the modifiers in the verb phrase.

Project began in January, terminated May 1966; supported by local funds. (Reporting: Helen Sargent)

C.13 Baltimore County Public Schools, Aigburth Manor, Towson, Maryland 21204. Jean C. Sisk. Language Curriculum Project, Grades K-12.

A sequence of skills and concepts in the language strand of the English program is being developed in this project. A series of meetings in 1962-1963 established the concepts and skills which were to be developed in the program; in 1963-1964 classroom experimentation began. Units for all grades of junior and senior high school and a grammar course for grade four have been developed, as well as plans for relating linguistic research to the teaching of reading in the primary grades.

Project began in 1962, terminates 1967; supported by public funds. (Reporting: Jean C. Sisk)

C.14 University of Minnesota, 350 Peik Hall, Minneapolis, Minnesota 55455. Stanley B. Kegler. Minnesota Project English Center.

A series of thirty-one language-centered instructional units for grades seven through twelve are being developed at this center, which is now completing the materials, gathering reactions from teachers and students, making other estimates of the usefulness of the materials, developing tests, conducting training programs in the use of the materials, and informing interested teachers and administrators.

Project began in 1962, terminates 1967; supported by the U.S. Office of Education.

C.15 Oak Ridge High School, Providence Road, Oak Ridge, Tennessee 37803. Ruth Cates Baird. Sequence in Grammar.

A sequential program in language study to avoid yearly repetition of basic content is being planned in this project. Writing samples from each grade level are being checked to discover the most common constructs for each age and ability group. From this a tentative chart of grammatical principles to be taught at each grade level was compiled. These tentative guidelines are being evaluated through classroom practice and mastery tests, and revisions are made as necessary. It is hoped that enough time will be saved to allow semantics, dialects, lexicography, and the history of the language to become integral parts of the language arts program.

Project began in May 1965 as a continuing process of curriculum revision; supported by local funds. (Reporting: Ruth Cates Baird)

C.16 Granite School District, Salt Lake City, Utah. Estelle Tucker, William Slager. Teaching of Linguistics.

The project of initiating the teaching of linguistics has been undertaken by this district, which is the largest in the Intermountain Area.

Project began in the summer of 1965; supported by the school district. (Reporting: Jewel J. Bindrup)

C.17 Arlington County Public Schools, 4751 North 25th Street, Arlington, Virginia 22207. R.C. Simonini, Jr. English Language Study Project, K-12.

Curriculum development, inservice training, and the development and evaluation of materials have been the three main activities in this project. On the elementary level a linguistic approach to beginning reading is being tried in two schools, and the Roberts texts in six others. On the secondary level, scope and sequence of English language study have been defined for grades seven through twelve, and the sequences have been related to six basic strands which serve to unify the curriculum.

Project began in August 1965, terminates August 1966 (secondary), August 1967 (elementary); supported by local funds. (Reporting: R.C. Simonini, Jr.)

C.18 State Department of Education, Charleston, West Virginia. Linguistics Program.

Experimental programs have been set up in nineteen counties using Roberts' English Readers in grades three and six, Syntax in grades ten through twelve. Schuster's Grammar and Usage is also being evaluated.

Project supported by the State Department of Education.

D. COMPOSITION AND RHETORIC

D. 1 Ygnacio Valley High School, 1865 Oak Grove Road, Concord, California 94520. John Platt. Theme Evaluation by Recorded Comments.

Teachers in this project recorded their comments on tapes, which were then transcribed by a secretary and given to each student. It was found that two machines would have accommodated up to ten teachers. Disk recordings were also tried but proved much less satisfactory from both the teachers' and the students' points of view.

Project began in September 1963; supported by district funds. (Reporting: Norman H. Naas)

D. 2 D. C. Public Schools, Department of English, 1730 R Street, N.W., Washington, D.C. 20009. Charlotte K. Brooks. Programmed Composition.

This project investigates the use of programed materials for the teaching of written composition in grades seven and eight. A Programmed Approach to Writing (2 volumes, Gordon) is being evaluated in three seventh and two eighth grade classes involving 125 pupils. The first course begins with selecting a topic and proceeds through the techniques of paragraph development; the second develops the techniques of writing expository themes.

Project began December 1, 1965, terminates 1967; supported by the publisher, Ginn and Co. (Reporting: Charlotte K. Brooks)

D. 3 D. C. Public Schools, Department of English, 1730 R Street, N.W., Washington, D.C. 20009. Charlotte K. Brooks. Project Telephone.

This project in oral communications was designed to develop facility in the use of oral language, with emphasis upon composition, voice, intonation, enunciation, and poise. A Teletrainer and accompanying resource books were evaluated in thirteen junior high schools and one senior high school, involving thirty-three teachers and 1650 pupils. Oral performance tests were used to measure growth in oral competence.

Project began in September 1965, terminated June 1966; supported by the Chesapeake and Potomac Telephone Company. (Reporting: Charlotte K. Brooks)

D. 4 D. C. Public Schools, Franklin Administration Building, 13th and K Streets, N.W., Washington, D.C. 20005. Dorothy Johnson. Treanor Composition.

The highly structured Treanor method of teaching composition skills in the intermediate grades is now being tested in thirty-five schools, after an initial year in only one and a second year in five. John Treanor, author of the textbooks, serves as consultant and instructor for all teachers in the project.

Project began in the fall of 1963; supported by the D.C. Board of Education. (Reporting: Charlotte K. Brooks)

D. 5 D. C. Public Schools, 1730 R Street, N.W., Washington, D.C. 20009. Charlotte K. Brooks. The Philip Gerry Poetry Contest.

Creative writing is encouraged by this annual project in the D.C. public schools. All students, grades nine through twelve, are invited to submit original poems, which are judged by a team selected from local colleges and universities. Prizes include $25.00 to the winner and autographed copies of the works of outstanding poets.

Annual project supported by the D.C. Board of Education and voluntary contributions. (Reporting: Charlotte K. Brooks)

D. 6 Broward County Board of Public Instruction, Post Office Box 8369, Fort Lauderdale, Florida 33310. Arthur S. Healey. Development of an Exemplary Speech Arts Program for Secondary Schools.

This project seeks to determine the kinds and degree of speech deficiencies among secondary students through a survey of a typical high school population; to develop an integrated and sequential course of study in speech arts for all tracks; to identify the content and sequence of those areas of the English curriculum which will best profit from cooperation between speech and English teachers; to provide in-service training in speech knowledge and skills; to correlate community cultural resources with the speech arts program; and to specify the amount, location, and types of space necessary for the most effective speech arts program.

Project began April 1, 1966; supported by the Elementary and Secondary Education Act, Title III. (Reporting: Arthur S. Healey)

D. 7 Collinsville Senior High School and Southern Illinois University, Edwardsville Campus, Edwardsville, Illinois 62025. Gladys R. Steinman, Myrtle Frueh. Assistants in Composition.

English majors from Southern Illinois University serve as assistants in the teaching of composition, evaluating papers and holding conferences at Collinsville (Illinois) Senior High School.

Project began March 28, 1966, will continue at least through the 1966-1967 academic year; supported by Collinsville Public Schools. (Reporting: Gladys R. Steinman)

D. 8 Rockford College, Rockford, Illinois 61101. William D. Baker. Tape Grading.

Tape recorders are being used by teaching assistants in grading freshman compositions to more closely approximate a personal conference than marginal comments could. This is part of a program to give English majors teaching experience at both the high school and college level before they begin a full-time teaching career.

Project began in September 1965, terminated June 1966; supported by ISCPET. (Reporting: William D. Baker)

D. 9 Ball State University, Burris Laboratory School, Muncie, Indiana 47306. Ted DeVries. The Effect of Writing Frequency upon Expository Writing at the Fifth Grade Level.

To test the effect of writing frequency upon expository writing, a class of fifth grade students were matched according to language scores on the Iowa Test of Basic Skills and divided into a writing and a reading group. The writing group wrote two themes a week; those in the control were freed from almost all composition assignments, using the time for more reading. Preliminary evaluation of initial and final sets of compositions shows that students in the reading group surpassed those in the experimental group in all cases.

Project began in November 1965, terminated March 1966; supported by local funds. (Reporting: Ted DeVries)

D.10 Ball State University, Burris Laboratory School, Muncie, Indiana 47306. Anthony Tovatt. Oral-Aural-Visual Stimuli Approach to Teaching Written Composition to 9th Grade Students.

This study tested the hypotheses that students taught by oral-aural-visual procedures will achieve greater competency in oral and written expression than those taught by conventional methods and that students of different ability levels taught in the same class by oral-aural-visual methods will make equal achievement. Analysis of data from the first year of the experiment shows that the experimental groups made significant gains on a series of standardized tests administered to measure achievement.

Project began June 1, 1963, terminates January 31, 1967; supported by the U.S. Office of Education. (Reporting: Anthony Tovatt)

D.11 Ball State University, Burris Laboratory School, Muncie, Indiana 47306. B.L. Cauble. Private Oral Expression as a Factor in Written and Oral Communication.

A practice period of about thirty minutes a week in a tape recording booth was provided for the children in this experimental program. Each period was preceded by a discussion of specific composition skills that needed improving, such as enunciation, pronunciation, conveying feelings, and acceptable standards of punctuation, spelling, or paragraphing. During the practice period itself, however, the child was his own critic.

Project began in October 1965, terminated June 1966; supported by local funds. (Reporting: B.L. Cauble)

D.12 Baltimore City Public Schools, 2521 North Charles Street, Baltimore, Maryland 21218. Elsa Graser. NEA-Dean Langmuir Project for Composition.

Improvement in composition which can be attributed to a regular program of writing after instruction in a sequence of composition skills was to be measured at the Baltimore Center. Concentrating on the average urban junior and senior high school student, it also attempted to assess improvement which could be attributed to lay reader comments on papers.

Materials available: Three Weeks of Composition Teaching, with Student Papers; Baltimore Bulletin of Education, Vol. XLII, No. 3 (from Bureau of Publications, Baltimore City Schools).

Project began in September 1963, terminated June 1966; supported by the Dean Langmuir Fund administered by the NEA. (Reporting: Elsa Graser)

D.13 Burroughs Junior High School, 8950 St. Cyril, Detroit, Michigan 48213. Henry Maloney. Research into Reasons for Excellence in Expository Composition at the 9th Grade Level.

Questionnaires, interviews, and school records were used in this doctoral project to determine the factors common to students who were superior writers. The writers were separated by intelligence, and characteristics identified had to be associated with students in both groups.

Project began in the spring of 1963, terminates fall of 1966. (Reporting: Henry Maloney)

D.14 Kettering High School, 6101 Van Dyke, Detroit, Michigan 48213. Edward Pappas. Kettering Oral Communication Project.

A special tenth grade curriculum stressing speech and literature is being tested in this project. The experimental group will use the Detroit Enriched English Program, the control a standard anthology, and their proficiency in language arts will be compared at the end of the program. Written composition for the experimental group will be sharply restricted. Teachers must have a speech major or minor to qualify for this project.

Project began with a pilot study in the spring of 1966, terminates June 1967. (Reporting: Henry Maloney)

D.15 University of Nebraska, Nebraska Curriculum Development Center, Andrews 208, Lincoln, Nebraska. Paul A. Olson. A Longitudinal Study of the Syntax and Content of Children's Composition (Grades 2-6).

Syntactical and content progression from grade to grade, and correlations with background variables such as socioeconomic level, parental education, and intelligence are being measured in this study of samples of writing from grades two through six. A multi-level syntactical instrument and a Piaget-centered instrument for content analysis are being used. Samples from control groups trained with traditional materials and from experimental groups trained with the Nebraska Curriculum materials will be compared to evaluate the curriculum.

Project began in 1964, terminates 1967; supported by the Louis W. and Maud Hill Family Foundation and the U.S. Office of Education. (Reporting: S.L. Sebesta)

D.16 Unified Free School District No. 12, Brentwood Public Schools, Administration Building, 3rd Avenue and 4th Street, Brentwood, New York 11717. Raymond Fournier. Writing Program.

An inductive program in composition skills organized in a sequence progressing from the recognition of meaning in a given situation to a step-by-step procedure for organizing a written statement of that meaning has been developed in this project. A similarly organized program in more basic skills has been developed for pre-school children.

Materials available: Words and Sentences, with Teacher's Guide; Advantage, A Program for Pre-School Children, with Teacher's Guide.

Project began in July 1963, terminates 1969; supported by the Ford Foundation.

D.17 Madison High School, City School District, 13 South Fitzhugh Street, South, Rochester, New York 14614. Harvey Granite. Strengthening Instruction in Composition in an Inner City School.

A composition centered curriculum, reduced class size, paperback libraries, and improved classroom equipment and audio-visual aids are the basis of this project to improve composition instruction. Released time was used to develop an articulated program in composition, which it is hoped will strengthen school performance as a whole.

Project began in January 1965, terminated first phase June 1966; supported by Elementary and Secondary Education Act, Title I. (Reporting: Harvey Granite)

D.18 Teachers College, Columbia University, 525 West 120th Street, New York, New York 10027. Robert L. Allen, Edward Ouchi, Doris Stotts. A Pilot Project for Testing Linguistically Oriented Materials in the Teaching of Writing in New York City Schools.

"Sector Analysis," a tagmemic grammar developed by Robert Allen, will be tested in a four-year project on the use of linguistically based materials in improving student writing; this pilot study is designed to facilitate the implementation of the larger project. The pilot seeks to ascertain how much training is needed to use the materials, to determine if the materials are appropriate for educationally disadvantaged students, to establish factors such as attrition rates which will have to be considered in designing the larger project, and to test the feasibility of computer analysis of the sectors in student writing.

Project began in September 1966, terminates June 1967; supported by the Center for Urban Education under a U.S. Office of Education contract. (Reporting: Doris Stotts)

D.19 Cumberland County High School, Stanley Street, Crossville, Tennessee 38555. Charles Tollett, Eileen Sims. Part Time Writer-in-Residence.

A series of classes in creative writing is given to selected students by Paul Crabtree, a professional writer for theatre, film, and television. During the third year of this project the creative writing class became a regular part of a humanities program in the school.

Project began in 1963; supported by the Board of Education. (Reporting: Charles Tollett)

D.20 Houston Independent School District, Houston, Texas. English Composition Television Series.

Composition

A series on written composition, including lessons on description, narration, and exposition, was presented by the Gulf Regional Educational Television Affiliates for use at the seventh and eighth grade levels. Each participating school was furnished with study guides including a lesson synopsis and preliminary and follow-up activities. (Reporting: Betty Lester)

D.21 Clover Park School District No. 400, 5214 Steilacoom Boulevard, Lakewood Center, Washington 98499. John F. Leonard. Curriculum Study in Elementary Composition.

This project will develop in a summer workshop a guide for the teaching of composition skills in a sequential manner implementing the guide on a trial basis during the 1966-1967 academic year. The sequence will be revised and evaluated at the end of the project.

Project began June 15, 1966, terminates June 1967; supported by federal funds.

E. THE DISADVANTAGED

E. 1 Wakefield Junior High School, Tucson District No. 1, Box 4040, Tucson, Arizona. Frank Ott, Marjorie Streiff. Teaching English to Bilingual Students.

The English skills of Mexican-American students are being improved through contrastive analysis of the two language systems, pattern practice, perceptual processes related to language, and increased self-concept in this junior high school project. Evaluation is conducted largely by examining the students' progress through high school.

Project began in September 1964; supported by district funds. (Reporting: Iris Mulvaney)

E. 2 University of Arizona and Tucson District No. 1, Tucson Public Schools, Tucson, Arizona 85717. Marie Hughes, Jewell Taylor. A Project Designed to Afford Optimal Conditions to Promote Intellectual and Personality Growth of Selected Six-Year-Olds.

A longitudinal study of Spanish-speaking children in twenty-six classrooms in fifteen schools will measure their developing intellectual abilities and attempt to remedy their underdeveloped language and intellectual skills. The children are provided with a wide variety of experiences and trained in discrimination and relational thinking. Junior teachers from a required course at the University of Arizona are paired on a one-to-one basis with the children, giving the teachers valuable experience with developing children and providing the children with adult language models.

Project began in September 1964, terminates 1968; supported by the Elementary and Secondary Education Act, Title I.

E. 3 Los Angeles City School Districts, Beverly Boulevard Center, 2206 West Beverly Boulevard, Los Angeles, California 90057. Thomas O. Lawson. English Writing.

Realistic content reflecting the lives and characteristics of disadvantaged populations is the goal of this project involving a team of professional writers, teacher consultants, and an illustrator. Materials at second through eighth grade reading levels are being developed, tested, and revised before large-scale testing and final evaluation.

Project began February 1, 1966; supported by the Elementary and Secondary Education Act. (Reporting: Roger Hyndman)

E. 4 Colorado State Department of Education, State Office Building, Denver, Colorado 80203. Roy McCanne. A Study of Approaches to First Grade English Reading Instruction for Children from Spanish-Speaking Homes.

Three approaches to reading instruction were tried and compared with 333 children in twenty-nine classrooms in fifteen Colorado school districts; 117 variables were measured for each child. The results showed that a second language approach was equal or superior to the other approaches in developing oral language, reading comprehension, and writing skills. The basal reader was equal or superior to the other approaches in developing all skills except writing fluency. The language-experience approach was equal to the other approaches in writing mechanics and superior to the basal reader approach in writing fluency. The basal reader approach was recommended in comparison with the other two for the purpose of teaching reading skills to first grade children from Spanish-speaking homes.

Materials available: "Approaches to First Grade English Reading Instruction for Children from Spanish-Speaking Homes," A Research Contribution for Education in Colorado, II:2 (June 1966; free); "Approaches to First Grade English Reading Instruction for Children from Spanish-Speaking Homes," The Reading Teacher, 19:8 (May 1966).

Project began in June 1964, terminated June 1966; supported by the U.S. Office of Education. (Reporting: Roy McCanne)

E. 5 D. C. Public Schools, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20009. William Stewart. Investigation of Oral Language of the Disadvantaged.

The language patterns of the disadvantaged child in District of Columbia primary grades are being investigated in this project of the Center for Applied Linguistics in cooperation with the D.C. public schools.

Project began in 1965; supported by the Ford Foundation. (Reporting: Charlotte K. Brooks)

E. 6 D. C. Public Schools, Twining School, 3rd and N Streets, N.W., Washington, D.C. 20001. Louis H. Kornhauser. Language Arts Program for Culturally Disadvantaged Children.

The severe language deficiencies of culturally disadvantaged children are under attack in this project, originally a part of the Great Cities Program for School Improvement and now part of the regular school curriculum. Special resource teachers working in each school involved have developed simple usage exercises, flannel board aids, guidelines for the use of the teletrainer and other aids, and a language arts bulletin for teachers' use. To compensate for the deprived child's lack of experiences, pupils are taken on field trips, saturated with poetry and stories, and given a strong program of structural language using record language techniques.

Materials available: Descriptive Bulletin of the program, personnel, goals, and outcome; Handbook for Teachers and Officers Who Work in Gray Areas; Great Cities Language Arts Resource Bulletin (from Curriculum Department, 28th and N Streets, N.W., Washington, D.C. 20007 after January 1, 1967).

Project began in January 1961, terminated June 1964; supported by Ford Foundation Great Cities Project; now funded as part of the regular curriculum by D.C. Board of Education. (Reporting: Louis Kornhauser)

E. 7 Sixteenth Street Junior High School, 701 16th Street S., St. Petersburg, Florida 33712. Vivian Rouson. Teaching English for Disadvantaged Youth with the Aid of Audio-Lingual Techniques.

Pattern practice and role playing situations are used in this project to improve language art skills by techniques of English as a second language. Materials were designed during the summer of 1965 to be tested, modified, and evaluated in two seventh grade classes during the 1965-1966 academic year.

Project began June 14, 1965, terminated July 1, 1966; supported by the National Defense Education Act. (Reporting: Lois V. Arnold)

E. 8 Orange County Secondary Schools, Orange County Board of Instruction, Orlando, Florida 32802. William Phillips, Bernice Hoyle. Basic Learning Improvement Project (BLIP).

A program in the language arts for the basic, or educationally deprived, junior high school student is being designed and tested by a team of ten teachers and a curriculum assistant. During the 1966-1967 academic year, inservice education will continue, and materials developed during the summer will be tested and evaluated. The project seeks to establish dependable criteria for identifying the students to be benefited and to develop realistic programing for them.

Project began June 20, 1966, terminates July 1, 1967; supported by federal funds. (Reporting: Bernice Hoyle)

E. 9 Department of Public Instruction, Pinellas County, Clearwater, Florida. Teaching English for Disadvantaged Youth with the Aid of Audio-Lingual Techniques.

Audio-lingual materials are being developed and tested in seventh grade classes in this project. Pattern practice and role playing, as well as literature units devised to reinforce the objectives of audio-lingual exercises, are used in each class period. The pupils have become aware of the meaning of language, some sound discrimination, and some of the advantages of developing social mobility in their use of language. (Reporting: Reva Swift)

E.10 Atlanta Public Schools, Instructional Division, 2930 Forrest Hills Drive, S.W., Atlanta, Georgia 30315. Eunice Sims. Communication Skills Laboratory.

An alternate dialect and the structure of English grammar are taught by foreign language audio-lingual techniques in this attempt to improve interpersonal relationships among students and teachers in integrated high schools in Atlanta. Four labs operated in the 1965-1966 academic year; seven more are planned for 1966-1967. Teachers in the schools involved are given released time for intensive inservice training to give them techniques and methods for dealing with the disadvantaged child; ten regularly employed "release teachers" make this program possible.

Program began in September 1965; supported by the Civil Rights Act of 1964. (Reporting: Eunice Sims)

E.11 Keaukaha School, Hawaii District, Department of Education, Post Office Box 1922, Hilo, Hawaii 96720. Dale Patrick Crowley. A Plan for Imparting Bilingual Skills to Monolingual Speakers of Hawaiian Pidgin in the Kindergarten, First, Second, and Third Grades, through Linguistically Oriented Pedagogical Techniques (Hilo Language Development Project).

The curriculum in this project is being developed from the standpoint of a contrastive analysis of Island Dialect and Standard English structures and is presented in accordance with known principles of language learning and techniques of language teaching. It is expected that the 100 kindergarten through third grade pupils in the experimental group will have acquired after four years virtually all of the phonological and grammatical patterns of English. Techniques for evaluating and measuring progress in oral proficiency on an absolute scale are also being studied and developed.

Project began September 1, 1966, terminates October 31, 1969; supported by the Cooperative Research Division, U.S. Office of Education. (Reporting: Dale P. Crowley)

E.12 Detroit Public Schools, 5057 Woodward, Detroit, Michigan 48202. Ruth I. Golden. Effectiveness of Instructional Tapes for Changing Dialect Patterns of Urban Primary Children.

A series of taped lessons emphasizing acceptable standard phonology and usage are being tested and evaluated in this controlled experiment in two Detroit schools. The scripts have been carefully evaluated by a local team of research assistants and by several linguists and psychologists from different parts of the country. It is hoped that this practice will establish effective patterns of speech into which students who hear a different dialect at home can comfortably shift in school and similar situations.

Project began in May 1966, terminates August 1967; supported by the U.S. Office of Education.

E.13 Ramapo Central School District No. 2, 50-A South Main Street, Spring Valley, New York. Robert V. Cogger. Promoting Improved Reading Instruction for Culturally Disadvantaged Children at the Elementary Level.

This was an inservice training course designed to help teachers cope with reading problems of disadvantaged youth, to develop methodology and curriculum for dealing with such problems, and to improve classroom and consultative aids for the teacher. The system was instituted after it became obvious that the school system was not successfully dealing with a growing school population of culturally disadvantaged students.

Project began February 1, terminated June 30, 1966; supported by local and state funds. (Reporting: Robert V. Cogger)

E.14 Astor Project, 110 Livingston Street, Brooklyn, New York 11201. Blanche Shapiro. Language Enrichment Study.

The impact of resource personnel, instructional techniques, and special materials on the reading progress of educationally disadvantaged children, kindergarten through twelfth grade, is being studied in this project.

Project began in September 1965, terminates September 1968; supported by the Vincent Astor Foundation.

E.15 New York City Schools, Springfield Gardens High School, 143-10 Springfield Boulevard, Springfield Gardens, New York 11413. Samuel Ploatnick. Summer Institute for Teaching Teachers of the Disadvantaged.

This is a training project for 6,400 instructors of disadvantaged students in public, private, and parochial schools.

Project began in July, terminated August 1966; supported by the National Defense Education Act.

E.16 Teachers College, Columbia University, 525 West 120th Street, New York, New York 10027. Geraldine LaRocque. Pilot Project in Video-Taping Demonstration Lessons in a Harlem Junior High School.

Video-tapes of an experienced teacher's lessons in a school whose population is mainly from lower socioeconomic Negro and Puerto Rican groups will be analyzed in this study to determine their usefulness in teacher training. This project may lead to further systematic study of materials and methods for teaching the culturally disadvantaged or to further experimentation with video-tape.

Project began September 10, terminates October 31, 1966; supported by Teachers College, Columbia University. (Reporting: Geraldine LaRocque)

E.17 Teachers College, Columbia University, 525 West 120th Street, New York, New York 10027. Miriam L. Goldberg. The Effects of Various Approaches to Beginning Reading for Disadvantaged Children.

Basal readers, i/t/a materials, and materials using regular spelling patterns will be evaluated in this study. The point at which formal reading instruction is introduced, the relevance of content to the child's situation, the effect of regularizing syntax and spelling, and the relationship between the child's perceptual, language, and conceptual development and reading are some of the specific issues the project will attempt to clarify.

Project begins in September 1966, terminates June 1970; supported by the Center for Urban Education. (Reporting: Robert Allen)

E.18 Reading Center, Ferkauf Graduate School, Yeshiva University, 55 5th Avenue, New York, New York 10003. Barbara Berger, S. Alan Cohen. Study of Perceptual Development in Socially Disadvantaged Pre-Schoolers.

Two Montessori and two traditional classes will be tested over a four year period. In the first two years perceptual and cognitive development will be measured; in the last two, reading achievement.

Project begins in September 1966, terminates June 1970; supported by the Center for Urban Education. (Reporting: S. Alan Cohen)

E.19 Akron Public Schools, 70 North Broadway, Akron, Ohio 44308. Esther Owen. Oral Language for the Inner City Student.

Taped pattern drill modeled on foreign language instruction, choral speaking, role playing, and a linguistic approach to language were used in this experiment to improve the oral usage of seventh and eighth grade students in the inner city.

Project began January 31, terminated June 10, 1966; supported by the Elementary and Secondary Education Act, Title I. (Reporting: Agnes M. Helms)

E.20 Cumberland County High School, Stanley Street, Crossville, Tennessee 38555. Charles Tollett, Eileen J. Sims. Cumberland County High School Humanities Program.

A series of twelve classes in the humanities to supplement a narrow curriculum in a culturally deprived area is being developed and evaluated in this project. Designed to increase cultural level, broaden perspectives by an introduction to areas otherwise left out of the school curriculum, and perhaps by stimulating interest to decrease absenteeism and drop-outs, one such course will be available to all students each year.

Project began in September 1965 as a permanent part of the English curriculum; application has been made for funds under Title III of the Elementary and Secondary Education Act. (Reporting: Charles Tollett)

E.21 Fairfax County School Board, 10700 Page Avenue, Fairfax, Virginia 22030. Mary Ellen Page. Step-Up Language Arts.

Resource classes for children having difficulty with oral and written communication is planned for thirty-one elementary schools identified by the incidence of poverty in the community.

Project began March 21, 1966, terminates August 31, 1967; supported by the Elementary and Secondary Education Act, Title I.

E.22 School District No. 2, 4730 Colby Avenue, Everett, Washington 98202. Dorothy Baker. Program for the Disadvantaged.

A program for the disadvantaged, grades seven through twelve, is being formulated by a committee of teachers in a summer session. Inservice training over a period of three years has been organized using the facilities of Washington State College.

Project began in June 1966, terminates December 1967; supported by federal and local funds. (Reporting: Dorothy Baker)

E.23 Milwaukee Public Schools, 5225 West Vliet Street, Milwaukee, Wisconsin 53208. Hazel A. Thomas. Ungraded Program in English Language Arts.

Ungraded English language arts classes have been established in eleven secondary schools in an attempt to strengthen language competencies of students from a substandard home environment. Class size has been reduced, and released time for inservice training has been provided to help teachers better meet the specific needs of their individual students.

Project began in January 1966; supported by the Elementary and Secondary Education Act, Title I. (Reporting: Hazel A. Thomas)

F. READING

F. 1 Pacifica High School, 205 Pacifica Avenue, Pittsburg, California 94565. John Westbrook. High School Developmental Reading Program.

All teachers in the school are involved in this unique program to improve the reading abilities of the students. Special reading teachers and a reading consultant work closely with the entire staff in diagnosing reading difficulties and planning a program for improvement. Spring and summer workshops for the entire school staff have been held in preparation.

Project began in May 1966; supported by the Elementary and Secondary Education Act, Title I. (Reporting: Norman Naas)

F. 2 Sacramento State College, Division of Teacher Education, 6000 J Street, Sacramento, California 95819. Walter Petty. State of Knowledge about Vocabulary.

This study of published and unpublished research on the teaching of vocabulary with its implications for teaching in the schools is cosponsored and will be published by the National Council of Teachers of English.

Project began in 1964, terminates 1966; supported by the Cooperative Research Division, U.S. Office of Education.

F. 3 San Diego City Schools, Education Center, 4100 Normal Street, San Diego, California 92103. Robert A. Bennett. Eclectic Reading Program.

This reading program is divided into four strands. In the first, basic instruction, experimentation with materials based on recent linguistic studies has been underway since 1963. Sustained reading experiences are provided by the second strand. The third strand deals with the content areas, using sets of books from various content fields for the teaching of reading in grades three through six. In the fourth grade, for example, one set consists of science books concerned with the sea. The fourth strand seeks to develop a favorable attitude toward reading, to develop the ability to read many different types of books, and to provide an introduction to the child's literary heritage. Books centering around common themes, books of high interest and low vocabulary, and novels and novelettes are used.

Materials available: Call It Courage and Island of the Blue Dolphins guides.

Project began in September 1965, terminates September 1967; supported by the San Diego City Schools. (Reporting: Robert A. Bennett)

F. 4 Denver Public Schools, 414 Fourteenth Street, Denver, Colorado 80202. Delbert Barcus, John L. Hayman, Jr. Programmed Reading in the Primary Grades.

An experiment to evaluate the Sullivan Associates programed reading materials is underway in the Denver public schools. When used with supplementary activities designed by the teachers, these materials produced significantly higher results than did the standard materials used in control classes. Disadvantaged children using the Sullivan materials had an average IQ of 93 and achieved at a level at or above the national norms. The project is being continued and will also be tried in two ESEA Title I projects.

Project began in September 1965; supported by the local school district. (Reporting: John Hayman, Jr.)

F. 5 D. C. Public Schools, Franklin Administration Building, 13th and K Streets, N.W., Washington, D. C. 20005. Norman Nickens. Total School S.R.A. Reading Program.

A variety of S.R.A. Reading Laboratories and supplementary materials are being used in a program involving all pupils and teachers of the English language arts in one elementary and one junior high school. Inservice training was provided by S.R.A. and the department of English, and supervisors have been designated by the Model School Division to assist in management and evaluation of the program, which involves 2290 students.

Project began in February 1965; supported by the Office of Economic Opportunity through the U.P.O. (Reporting: Charlotte K. Brooks)

F. 6 East Leyden High School, 3400 Rose Street, Franklin Park, Illinois. N. Cece, M. Haley. Homeroom Reading Improvement.

A Reading Center containing the latest reading machines and equipment is available to sophomores on a no-credit basis for nine weeks during their twenty-six minute homeroom period. Pretesting and posttesting are used to measure progress and to tailor the program to the needs of each student; significant statistical improvement has resulted thus far. Follow-up skill building activities are being considered for incorporation into the program in the 1966-1967 academic year.

Project began in September 1965; supported by the local school board.

F. 7 Ball State University, Burris Laboratory School, Muncie, Indiana 47306. Frederick K. Packer. A Multi-Sensory Approach to the Improvement of Reading.

Students in this project read standard reading materials into a tape recorder wired so they would hear their words as they were recorded. Ten students from an eighth grade class formed the experimental group, the remaining twenty the control. Both groups made satisfactory progress in speed and comprehension, but the experimental group had significantly greater growth in vocabulary. A recommendation for further study in vocabulary growth and word attack resulted.

Project began in September, terminated in December 1964; supported by local funds. (Reporting: Frederick K. Packer)

F. 8 Manhattan High School, Manhattan, Kansas 66502. Mary Douglas. Developmental Reading.

A reading laboratory already in the school will be used for this six-week experimental program in developmental reading for sophomores.

Project begins in September 1966, terminates May 1967; supported by local funds. (Reporting: Mary E. Johnston)

F. 9 Oregon College of Education, Monmouth, Oregon 97361. Dominic Salvatore. Educators Exchange (New American Library)

Paperbacks for junior high, senior high, and college reading are being evaluated in this project, which began three years ago. Books are furnished by the publisher for reading and evaluation.

Project began in 1963; supported by the New American Library of World Literature. (Reporting: Montana H. Rickards)

F.10 Commonwealth of Puerto Rico, Adult Education Program, Department of Education, Hato Rey, Puerto Rico. Federico J. Modesto. Study of the Feasibility of Using New Approaches through Audio-Visual Aids as Applied to Reading.

This project is developing teaching materials in an attempt to remove frustration from the learning situation. Various audio-visual aids are being prepared and tested, and inservice experiences are used to improve teacher competency.

Project began in August 1966, terminates May 1967; supported by state funds. (Reporting: Federico Modesto)

F.11 Belle Elementary School, Belle, West Virginia. Louise Bryant. Look, Listen and Learn.

An experimental group at the first grade level is using the EDL and L. W. Singer Look, Listen and Learn program, while the control group uses the traditional or basal program. The results of this project will be available soon. (Reporting: Lorena Anderson)

G. THE UNDERACHIEVERS AND THE ACADEMICALLY SLOW

G. 1 East Leyden High School, 3400 Rose Street, Franklin Park, Illinois 60131. Arthur Reisman. Reluctant Learner.

Unsuccessful students from grades nine through twelve were transferred a semester at a time to this special course, in which they exercised a veto over the content and scope. Projects in areas of special interest rather than skill exercises were used in an attempt to promote a positive attitude toward the school experience.

Project began in September 1965, terminated June 1966; supported by local funds. (Reporting: Arthur Reisman)

G. 2 East Leyden High School, 3400 Rose Street, Franklin Park, Illinois 60131. Walter R. Schillinger. Communications.

Emphasis in this semester course for low skill students is on viewing and listening to movies, television, and radio in order to help the student better evaluate such experiences. No textbook is used, but a variety of viewing experiences, newspaper reviews, and field trips to local radio and television studios are provided.

Project began in September 1965, terminates June 1967; supported by local funds with NDEA funds for silent films used. (Reporting: Walter R. Schillinger)

G. 3 Freehold Regional High School District, Freehold Regional High Schools, Freehold, New Jersey 07728. June C. Winchenbach. Fours Program.

A special program for slow learners, generally of IQ less than 95, has been established in English, mathematics, science, and social studies, grades nine through twelve. Materials are chosen at the level of the students involved, usually of fifth to eighth grade difficulty, and practical preparation for life rather than academic achievement is stressed. Many pupils participate in an afternoon or evening work program; others, in vocational programs within the school. At graduation these students will receive the standard diploma.

Project began in 1961 as a permanent part of the curriculum; supported by the Board of Education and the Elementary and Secondary Education Act, Title I. (Reporting: June C. Winchenbach)

Underachievers

G. 4 Altamont Elementary School, Guilderland Central Schools, Altamont, New York 12009. Charles Ebetino. i/t/a.

The i/t/a materials will be used with an experimental group of first grade students who normally are unable to proceed through the basic materials. Control groups will be used to evaluate the materials in the areas of composition and spelling as well as reading skills.

Project began in March 1966, terminates June 1969; supported by local funds. (Reporting: Peter Alland)

G. 5 Youngstown Public Schools, 20 West Wood Street, Youngstown, Ohio. J. Harry Wanamaker. Remedial Reading.

This program is sponsored by the federal government and administered by the Youngstown public school system.

Project began in 1965; supported by Elementary and Secondary Education Act, Title I. (Reporting: Joseph B. Kope)

G. 6 Memphis City Schools, 2597 Avery Avenue, Memphis, Tennessee 38112. Shelby Counce. Achievement Emphasis Project.

A flexible curriculum, smaller classes, and supplementary materials geared to the students' interests and abilities are being provided for underachievers at the junior high school level in this project. Special language arts, social studies, mathematics, and supervised study classes are involved, with major emphasis in all areas on reading skills. The project began with twelve schools and has now more than doubled to include over 1,000 students in classes throughout the city.

Materials available: Achievement Emphasis Project Manual, Second Revision.

Project began in the spring of 1963 as a continuing part of the curriculum; supported by local funds. (Reporting: Marilyn Faulkner)

G. 7 Memphis City School System, Memphis, Tennessee 38112. Sue M. Batten, Shelby Counce. Senior High School Reading Improvement.

This senior high school project to improve the skills of the disabled reader begins with a screening test given to all students in their English class. After the instructional level and skill deficiencies are found, the teacher can begin work at the proper level, improving the student's skills and giving him a feeling of progress rather than frustration. With activities in comprehension, vocabulary, word analysis, phonics, and directed reading, the student is gradually brought up to his own grade level.

Project began in the spring of 1966; supported by federal funds. (Reporting: Sue M. Batten)

G. 8 Edmonds School District No. 15, 3800 196th Street, S.W., Lynnwood, Washington. Specific Language Deficit Program (S.L.D.).

Poor readers with I.Q. of 100 or better were the subjects of this special program to utilize the child's skills in speech, listening, viewing, discussing, and manipulating. High-interest, easy-reading materials were used with many other activities to create a more positive attitude towards reading in these pupils, whose reading speed did improve during the course of the project.

Materials available: Research Report 07-05, prepared by Ralph DeBruler (from the Department of Public Instruction Research Office, Olympia, Washington).

H. THE ACADEMICALLY TALENTED

H. 1 Ardsley Multidistrict Project, Manhattan College, Riverdale, New York. Francis J. Lodato. Independent Study--High School.

This twelve-district study compares the effects of independent reading, independent project work, and regular classroom programs on the achievement, school grades, critical thinking, creativity, and enthusiasm for school of high school juniors and seniors of above average intelligence. Procedures for selecting students who might benefit most are also being evaluated by following the students into college.

Project began in September 1964; supported by the New York State Education Department. (Reporting: Dennis J. Hannan)

H. 2 Pennsylvania Department of Public Instruction, Bureau of Curriculum Planning, Box 911, Harrisburg, Pennsylvania 17126. William Dallam, John Meehan. Independent Study in Literature.

An independent study course in literature for grades eleven and twelve is being evaluated in twelve Pennsylvania schools. The eighteen units in the program are divided into two one-semester courses based on fourteen paperbacks and can be used with individual students in schools that do not have enough gifted pupils to form a separate class. After revisions based on the 1965-1966 academic year, schools will be invited to participate in a formal evaluation of the revised course.

Project began in September 1965, terminates spring of 1967; supported by state funds. (Reporting: John Meehan)

H. 3 Messick High School, Memphis, Tennessee 38111. Alice B. Rogers. Advanced Placement 12th English.

Improvement in the composition, critical, and interpretive abilities of students who show superior potential and interest is the goal of this course. Ancient and modern world literature is the basis for most composition, though opportunity is also provided for creative writing.

Materials available: The Memphis Story (from the North Central Association of Colleges and Schools, 5454 South Shore Drive, Chicago 15, Illinois).

Project began in September 1963 as a regular part of the curriculum; supported by local funds. (Reporting: Alice B. Rogers)

H. 4 Milwaukee Public Schools, 5225 West Vliet Street, Milwaukee, Wisconsin 53208. Hazel A. Thomas. Superior Ability Program in Secondary English Language Arts.

Twelve secondary schools will serve as centers for the evaluation of a course of study for a program in the English language arts for superior students. A revised guide should be ready by the fall of 1967. (Reporting: Hazel A. Thomas)

I. TEACHER PREPARATION

I. 1 D. C. Public Schools and Trinity College, Washington, D.C.
R.J.B. Goddu. *Teacher Corps.*

Twenty-five interns will be trained at Trinity College during the summer to teach English in Washington's inner city schools on a half time basis starting in September 1966. The summer curriculum includes content and methods and some practical teaching experience. In the fall, interns will be assigned to five experienced teachers familiar with the schools.

Project began in the spring of 1966; supported by the U.S. Office of Education. (Reporting: Charlotte K. Brooks)

I. 2 Bradley University, Department of English, Peoria, Illinois 61606.
William Gillis. *Evaluation of Methods Courses*.

Three courses will be compared to determine which course or combination of courses is most effective. The courses are a one credit hour course taught by an English Department member and coordinated with the three-credit-hour general methods course of the College of Education; a senior internship involving the assignment of students to experienced composition teachers in the department; and an advanced course in the teaching of composition involving written assignments and self-evaluation of writing.

Project began in September 1965, terminates August 1967; supported by ISCPET. (Reporting: William Gillis)

I. 3 Bradley University, Department of English, Peoria, Illinois 61606.
William Gillis. *Curriculum Evaluation*.

This project will test certain hypotheses about the curriculum for teachers of English: that relative freedom in course selection is desirable; that a two semester survey of English literature is of doubtful value; that a student should study the various areas of the discipline; that he needs an acquaintance with the classical and Biblical background of English literature; and that a student should progress from formal course work to individual study.

Project began in September 1965, terminates August 1967; supported by ISCPET. (Reporting: William Gillis)

I. 4 Bradley University, Department of English, Peoria, Illinois 61606. William Gillis. Evaluation of a Minimal Composition Program for Future Teachers of English.

Three hours of freshman composition and three of junior composition will replace six hours at the freshman level in this program. A body of literature will serve as the source of theme topics and in some cases as exemplary forms in the study of rhetoric. Such non-rhetorical matters as grammar, speaking, and vocabulary will not be included in this sequence.

Project began in September 1965, terminates August 1967; supported by ISCPET. (Reporting: William Gillis)

I. 5 Knox College, South Street, Galesburg, Illinois 61401. Carl Eisemann. Video Tape Studies of Student Teaching in English.

Experienced teachers will be taped in the classroom to prepare a series of models of English instruction for students to view. An experimental group of student teachers will also be taped, and the tapes will be discussed with the master teachers involved. These students will be compared with a control group whose practice sessions will not be taped.

Project began in January 1966; supported by ISCPET. (Reporting: Carl Eisemann)

I. 6 Loyola University, 820 North Michigan Avenue, Chicago, Illinois 60611. Sr. Mary Constantine, S.S.J. Courses in Speech and the Art of Questioning for Prospective Teachers.

Special courses will be given in speech and the art of questioning, and the students later will be visited by professors from the speech, education, and English departments. Recorded lessons by students in the experimental and control groups will be analyzed for teachers' speech and types of questions.

Project began in September 1965, terminates October 1967; supported by ISCPET. (Reporting: Sr. Mary Constantine, S.S.J.)

I. 7 Loyola University, 820 North Michigan Avenue, Chicago, Illinois 60611. Sr. Mary Constantine, S.S.J. Evaluation of an English Methods Course.

The possibility of developing critical thinking skills in students in a methods course is being studied in this project. The experimental course was designed after a study of the programs of several other colleges.

Project began in September 1965, terminates September 1966; supported by ISCPET. (Reporting: Sr. Mary Constantine, S.S.J.)

I. 8 Loyola University, 820 North Michigan Avenue, Chicago, Illinois 60611. Joseph Wolff. A Factual Study of Classics Courses in the Curricula of English Majors.

The records of students over a five year period will be used to judge whether two courses, "The Classical Epic" and "The Classical Theatre," have been of use to the potential teacher. Performance on the Graduate Record Examination will be used as the basis of comparison.

Project began December 1, 1965, terminates September 1, 1966; supported by ISCPET. (Reporting: Joseph Wolff)

I. 9 North Central College, Naperville, Illinois 60540. Richard M. Eastman, Erling W. Peterson. Comparative Curriculum Study.

Five schools--North Central College, Monmouth, Bradley, Loyola, and Illinois Wesleyan Universities--are cooperating in testing and evaluating their graduates in English to determine, if possible, whether the particular curriculum at any one school better prepares the student to teach English.

Project began in May 1965, terminates August 1969; supported by ISCPET. (Reporting: Erling W. Peterson)

I.10 Olivet Nazarene College, Kankakee, Illinois 60901. Lottie Phillips, C.S. McClain. The Preparation of the Teacher of the Slow Learner in English.

A comprehensive survey of the personal and academic qualifications essential to the successful teaching of the slow learner in high school English is being undertaken in this project, which hopes to construct a curriculum embodying elements found to be desirable. Letters and questionnaires have been sent to teachers and administrators in these areas, seeking their considered opinions of the essential qualifications; the available literature has been examined and a bibliography assembled; and classes of slow learners in the Kankakee area have been studied.

Project began in September 1965, terminates June 1969; supported by ISCPET. (Reporting: C. S. McClain)

I.11 Roosevelt University, 430 South Michigan Avenue, Chicago, Illinois 60605. A. LaVonne Prasher. Courses in History of the English Language and in Linguistics.

By observing student teachers, surveying alumni, and following students who graduate during the course of the study, this project seeks to determine whether the linguistics or the language history course was most valuable, the degree to which linguistics has been incorporated into the teaching of former students, and whether the training was more useful in the first teaching experience than in later ones.

Project began in 1965, terminates 1969; supported by ISCPET. (Reporting: A. LaVonne Prasher)

I.12 Saint Xavier College, 103rd and Central Park Avenue, Chicago, Illinois 60655. Evangeline G. Bollinger, George K. McGuire. The Development of an Observation Schedule for Objective Recording of the Teaching of Reading at the High School Level.

This program is attempting to develop an instrument that will make the evaluation of the effectiveness of teachers of English, including student teachers, less impressionistic than it is at present. This instrument will provide a means of recording objectively what transpires in the English classroom, specifically in the teaching of nonfiction prose. The observation schedule can be evaluated in terms of the observers' standards but will not itself contain any evaluative categories or dimensions.

Project began in the spring of 1965; supported by ISCPET. (Reporting: George K. McGuire)

I.13 Southern Illinois University, Edwardsville Campus, Edwardsville, Illinois 62025. Gladys R. Steinman, Dale Dolpke. Handbook for Student Teachers in English.

Observations, studies of students, and lesson plans for grades seven through twelve are contained in this compilation of student work, which is revised in August and September when superior work from the previous year can be incorporated.

Project began in September 1963; supported by the Humanities Division, Southern Illinois University. (Reporting: Gladys R. Steinman)

I.14 Southern Illinois University, Edwardsville Campus, Edwardsville, Illinois 62025. Gladys R. Steinman. Tape Recordings for Demonstration.

Tape recordings are being collected in this project to provide students with actual classroom situations for observation and study. This collection can be used to supplement a text, to provide sample lessons for student teachers, or to illustrate a lecture.

Project began in 1965, terminates spring of 1967; supported by the Humanities Division, Southern Illinois University. (Reporting: Gladys R. Steinman)

I.15 University of Illinois, Apartment 103, 1210 West California, Urbana, Illinois 61801. J. N. Hook. Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers (ISCPET).

Twenty colleges and universities in Illinois are involved in this cooperative study of the preparation of secondary school English teachers. ISCPET seeks to work out systematically the principles and procedures for effecting substantial and desirable change in any institution's program for preparing English teachers and to conduct a number of special studies of the problem of teacher preparation. Twenty-three such studies are now underway, and several others are in various stages of planning.

Project began August 1, 1964, terminates July 31, 1969; supported by the U.S. Office of Education.

I.16 Committee on English, Literature, and the Fine Arts of the Seminar to Introduce New Experiments in Undergraduate Instruction. Walter J. Ong, S.J., St. Louis University, St. Louis, Missouri 63103.

The Seminar to Introduce New Experiments in Undergraduate Instruction was held at Tufts University from August 30 to September 11, 1965 to foster productive innovation in the humanities and the social sciences. In the field of English two major projects resulted: the Institutes for Literary Studies and the Voice Project. The Institutes would be established at selected host universities as centers for research and as administrative bodies offering a new degree, possibly more demanding than the present Ph.D. The program would include active involvement of students in teaching at the elementary, secondary, and undergraduate levels, not as methods courses but to develop the discipline of English from within. The Voice Project is an experiment in teaching writing aimed at developing teaching methods and materials which will enable the student to learn to respond to the human "voice" audible in every good piece of writing and to discover and control his own writing voice. Concrete results thus far have included a meeting for interested persons at the December 1965 MLA meeting; two conferences of writers on the teaching of writing held during the winter of 1965-1966; programs at the University of California, Berkeley, the University of California, Santa cruz, and Stanford University incorporating ideas from the Seminar proposals.

The Seminar began August 30, terminated September 11, 1965; sponsored by Tufts University and the Panel on Educational Research and Development; supported by the U.S. Office of Education and the National Science Foundation. (Reporting: Walter J. Ong, S.J.)

I.17 State Board of Education and State Department of Education, Public Service Building, Salem, Oregon 97310. *The Oregon Program*.

This program of statewide school improvement and teacher education began in 1962 after more than two years of planning by school districts, colleges, and the Oregon State Department of Education. It seeks to improve classroom environment through study and refinement of materials, staff utilization, and inservice training, and to improve teacher education. Nine colleges and eighteen school districts participate in the project.

Materials available: *The Oregon Program--A Design for the Improvement of Education*; *Annual Reports--1962-63, 1963-1964, 1964-1965*; *Programmed Learning*; *A Computer-Developed Modular Flexible Schedule*; *The Structure of Knowledge and the Nature of Inquiry*; *New Dimensions in Education*; *Individualizing Instruction*.

Project began in 1962; supported by the Ford Foundation.

J. CONTINUING EDUCATION OF TEACHERS

J. 1 Little Rock Public Schools, West Markham and Izard Streets, Little Rock, Arkansas. L.C. Leach, Josephine Feiock. Linguistics--Inservice Program, Teachers of Grades 1-12.

This program involves 123 teachers and uses Transformational Grammar and the Teacher of English as a text and two film series: Language and Linguistics (University of Buffalo) and Transformational Grammar (McGraw-Hill). The teachers are now writing units to be used in grades one through twelve.

Project began in January, terminated May 1966; supported by local funds. (Reporting: L.C. Leach)

J. 2 Little Rock Public Schools, West Markham and Izard Streets, Little Rock, Arkansas. L.C. Leach, Mrs. Lester Mansur. Annual Arkansas Council of Teachers of English Workshop.

A series of five workshops is being sponsored by the Arkansas Council of Teachers of English. Each emphasizes some aspect of language and consists of lectures by special consultants followed by clinical sessions. Consultants this year are Verna Newsome, Norma Biedenharn, Eldonna Evertts, and San-su Lin. (Reporting: L.C. Leach)

J. 3 Area III, 360 Elm Avenue, Auburn, California 95603. Helen Strickland. English Project.

The continuing education of teachers of English, kindergarten through twelfth grade, is the basic purpose of this thirteen-county project. In achieving this, the project attempts to increase knowledge and skill in language, composition, and literature for all teachers of English; to give intensive training in these areas to a selected group of teachers who can work as leaders and consultants for all activities of the project; to investigate trends in content, teaching techniques, and materials; and to help schools restructure curriculum to incorporate acceptable and promising innovations. A series of training sessions during released school time has been set up to develop a core of leaders and consultants for an area network of extension courses, workshops, and conferences; other special conferences and inservice experiences have been set up with area colleges and universities.

Materials available: 1964-1965 Interim Report; An Interim Report; The Regional In-Service Conference, June 1966; Regional In-Service Education; 1965-1966 Project Report.

Project began in the spring of 1965, terminates 1967; supported by county School Service funds. (Reporting: Helen Strickland)

J. 4 D. C. Public Schools, 1730 R Street, N.W., Washington, D.C. 20009. Charlotte K. Brooks. In-Service Training for Teachers of English.

Many courses are offered in conjunction with local colleges and universities. These offerings include the NDEA Institute for Teachers of Disadvantaged Youth; Methods of Teaching Reading in the Secondary School; Creative Techniques in the Teaching of English; Reading and Oral Language; Composition and Literature; Introduction to Linguistics Workshop; Graduate Workshop for Teachers of English; an English Resource Center; and an annual exhibit of instructional materials.

Project began as a continuing service in 1961; supported by the Board of Education. (Reporting: Charlotte K. Brooks)

J. 5 D. C. Public Schools, Franklin Administration Building, 13th and K Streets, N.W., Washington, D.C. 20005. Norman Nickens. Urban Teacher Preparation Program.

This program in the preparation of teachers for work with disadvantaged students leads to an MAT degree at Howard University. Working under the Model School Division in one elementary, one junior high, and one high school, interns coordinate English and social studies programs.

Project began as a continuing program in the fall of 1964; supported by the Office of Economic Opportunity through the U.P.O. (Reporting: Charlotte K. Brooks)

J. 6 D. C. Council of Teachers of English, 931 Pennsylvania Avenue, S.E., Washington, D.C. Mary G. Turner, Howard L. Cranford. Tri-State Conference on English.

A tri-state conference involving 600 teachers from Maryland, Virginia, and the District of Columbia was sponsored by the D. C. Council of Teachers of English and the Institute of Language and Linguistics of Georgetown University. The first of a series, this conference included outstanding speakers and consultants in the language arts and associated areas, a luncheon meeting, visits to selected programs in D. C. schools, and exhibits and demonstrations by publishers and D. C. teachers.

Project began as an annual event on April 30, 1966; supported by the D. C. Council of Teachers of English. (Reporting: Charlotte K. Brooks)

J. 7 Duval County Schools, 330 East Bay Street, Jacksonville, Florida 32201. Daryle C. May. *In-Service Institute for Teachers of the Disadvantaged*.

Two three-hour courses, one for all teachers on teaching the disadvantaged and one in each teacher's subject area, were provided at this six-week inservice workshop conducted by Jacksonville University. For the English teachers involved, the project hopes to show improvement in instruction in language and to provide some materials for applying the basic principles of linguistics to the classroom situation.

Project began April 7, terminated August 31, 1966; supported by the Elementary and Secondary Education Act, Title I. (Reporting: Mabel B. Talmage)

J. 8 Escambia County Department of Public Instruction, 215 West Garden Street, Pensacola, Florida. Ruth Duncan. *Personal Development through Improvement of Communications Skills*.

This program is primarily one of teacher training and inservice experiences. A supervisor of reading and seven elementary and secondary reading specialists are being employed; inservice training for all content areas will be provided in Saturday sessions; summer reading programs for students are being expanded; leadership training workshops are being established for the summer; and guides and materials for teaching the disadvantaged are being developed.

Project began January 1, 1966, terminates 1967; supported by the Elementary and Secondary Education Act, Title I. (Reporting: Ruth Duncan)

J. 9 Loyola University, 820 North Michigan Avenue, Chicago, Illinois 60611. Sr. Mary Constantine, S.S.J. *A Methods Course to Improve the Critical Thinking Abilities of Experienced Teachers*.

This project is evaluating a course attempting to alert teachers to some of the new trends in educational psychology relating to language and learning and to the possibility of using critical thinking as an integrating factor in elementary or high school language arts programs.

Program began in January 1966, terminates October 1967; supported by ISCPET. (Reporting: Sr. Mary Constantine, S.S.J.)

J.10 Ball State University, Burris Laboratory School, Muncie, Indiana 47306. Anthony Tovatt. *Inservice Training Program in English*.

Working through four Indiana school study councils, this project has been assessing practices in teaching English in Indiana. More than 1,000 teachers throughout the state have participated. After the data has been analyzed, investigators hope to formulate a normative picture of the teaching of English in Indiana.

Project began in April 1965, terminated May 1966; supported by four Indiana school study councils. (Reporting: Anthony Tovatt)

J.11 State Department of Education, 300 Public Service Building, Salem, Oregon 97310. Eleanor Jenks. The Teachers' Schommunity: A Report of Promising Practices in Oregon's Language Arts Classrooms.

Reports on promising practices at all levels of the language arts are being written by a committee of teachers, administrators, university personnel, and state department officials. Almost all of the programs recorded as "most promising" have been visited during the course of the study.

Project began in October 1965, terminates October 1966; supported by the Instruction and Research Divisions, State Department of Education, and the Language Arts and Research Sections, Oregon Education Association. (Reporting: Eleanor Jenks)

J.12 University of Rhode Island, Kingston, Rhode Island. Grace Ellen Stiles. Teaching Language Arts and Applied Linguistics in the Elementary School.

This inservice institute on linguistics attempted to assess teacher resistance to structural grammar and to viewing language as speech. On the basis of the results of the institute, this work has been introduced into the teacher preparation course.

Project began September 28, 1965, terminated May 24, 1966; supported by the National Defense Education Act. (Reporting: Grace Ellen Stiles)

J.13 Holliday Public Schools, Box 308, Holliday, Texas. Carrie Stegall. Experimenting with the New English.

This program began as strictly informal discussions among teachers in this one-school district, but the administration soon provided two hours of released time for these meetings each week. The impetus continues to come from the teachers involved, rather than from anyone in authority.

Project began in November 1965, terminates 1968; supported by the local school board. (Reporting: Carrie Stegall)

J.14 San Angelo Central High School, 100 South Cottonwood, San Angelo, Texas 76901. Dr. Kane. In-Service Training Course in Linguistics.

This course was offered on Saturday mornings by a professor from the local college to teachers from all grade levels. During the summer a reading course, a three week project, and a workshop were also offered.

Project began in the spring, terminates in the fall of 1966; supported by government funds.

J.15 Memphis State University School of Education and Memphis City Schools, 2597 Avery, Memphis, Tennessee 38112. Shelby Counce. Teacher Training in Improving Reading Skills.

This course offered by members of the university faculty provided language arts teachers with a knowledge of developmental reading and taught them to apply this knowledge in teaching junior high school students of average intelligence who have not succeeded academically because of reading disability. The school board provided substitutes so that eleven selected teachers could attend classes at the Reading Center three hours a day for ten weeks. After the course work was completed, the university professors acted as consultants in the classroom to insure that the knowledge was being carried over. It is anticipated that such a program will reach more teachers and students than any other procedure, will have a continuing effect, and will greatly strengthen the reading instruction in the schools.

Project began in January 1966, will continue for four semesters; supported by federal funds. (Reporting: Ruth E. Knowlton)

J.16 State Department of Education, Charleston, West Virginia. Lorena Anderson. State Language Arts Meetings.

In this program, key language arts personnel participate in lectures, demonstrations, etc. on such topics as Linguistics, Composition, Reading in the Content Area, and Pre-School Programs. (Reporting: Lorena Anderson)

J.17 State Department of Education, Charleston, West Virginia. Lorena Anderson. State Television Program on the Teaching of Reading.

Enrolled in this course for college credit are 1,800 classroom teachers. Research on this project will soon be available. (Reporting: Lorena Anderson)

K. INSTRUCTIONAL MATERIALS AND RESOURCE CENTERS

K. 1 D. C. Public Schools, 1730 R Street, N.W., Washington, D.C. 20009. Charlotte K. Brooks. Educational Resources Center--English Communications Laboratory.

This center includes a professional curriculum library, a curriculum development center, a collection of instructional materials, a curriculum research laboratory, and an English Communications Laboratory. The Communications Laboratory will provide for individualized instruction in speech, reading, listening, and writing, for group instruction in reading, language, and composition, for conferences between teachers and pupils, and for inservice training in the use of equipment and in teaching procedures.

Project began as a continuing program in 1966; supported by the Elementary and Secondary Education Act. (Reporting: Charlotte K. Brooks)

K. 2 D. C. Public Schools, 1730 R Street, N.W., Washington, D.C. 20009. Charlotte K. Brooks, Daniel Fader. English in Every Classroom.

A large variety of instructional materials are being used in this all-school effort in the development of communications skills in the inner city school. Materials which are being evaluated include a daily and weekly newspaper for each child, a set of dictionaries in each classroom, a free paperback for each child, and a weekly visit from the Bookmobile. Each student keeps a journal in which he writes at will. After the close of school, the staff will work with consultants in preparing instructional units and materials.

Project began as a continuing program in September 1965; supported by the Office of Economic Opportunity through the U.P.O. (Reporting: Charlotte K. Brooks)

K. 3 American Association of School Librarians, 50 East Huron Street, Chicago, Illinois 60611. Knapp School Libraries Project.

The selection and development of eight demonstration school libraries in New York, Washington, Indiana, Maryland, Texas, Oregon, Utah, and Illinois have been undertaken in this five year project of the American Association of School Librarians. The supporting grant has also allowed the production of the film . . .And Something More and several publications.

Project supported by the Knapp Foundation, Inc.

K. 4 Holliston High School, Holliston, Massachusetts 01746. Eleanor R. Barstow. Long-Range Plan for English Language Arts Program.

This project is primarily concerned with improving the physical equipment and teaching conditions in the language arts program. It begins with plans for an English center in a new school, including instructional, resource, and working space on a larger and much improved scale. More immediately, the project seeks to increase the school's collection of audio-visual and resource materials and will conduct inservice training experiences for the teachers in the school.

Project began in June 1966, terminates 1971; supported by the National Defense Education Act, Title III. (Reporting: Eleanor R. Barstow)

L. TEAM TEACHING

L. 1 Anchorage Borough School District, West High School, Hillcrest Drive, Anchorage, Alaska 99503. Robert Peck, Gloria Hamilton, George Moore. English IV Team Teaching.

Flexible scheduling and grouping enable the teachers to implement varied activities such as independent study, small group discussion, large group presentations, and free reading in this project. Four thematic units centering on one major work and one major movie form the basis of the course, which seeks to increase interest in reading, develop individual responsibility, improve writing and discussion skills, and increase understanding of the film as an art form.

Project began as a continuing program in August 1964; supported by the Anchorage Borough School District. (Reporting: Robert Peck, Gloria Hamilton, George Moore)

L. 2 Denver Public Schools, 414 Fourteenth Street, Denver, Colorado 80202. L.B. Jones, J.L. Hayman, Jr. Elementary Schools Supplemental Basic Subjects.

Three teachers are involved in this project, two with normal classes of thirty children each, the third working with both classes to provide smaller groups for half a day. During the first year, results at three different grade levels with different sets of teachers found the arrangement to work best with lower ability children. The program is being continued and will seek to discover why it is more successful with these children.

Project began in September 1965; supported by the local school district. (Reporting: J.L. Hayman, Jr.)

M. SURVEYS OF TEACHING CONDITIONS AND METHODS OF INSTRUCTION

M. 1 Arizona State University, School of Education, Tempe, Arizona 85281. Garth J. Blackham, Glenn M. Chronister, Paul M. Hollingsworth, Nicholas J. Silvaroli. Reading Programs and Practices in Elementary and Secondary Schools in Arizona.

Surveys of reading programs were conducted under the auspices of Arizona State University to ascertain the types of programs, the conditions under which they are taught, and the improvements which should be made.

Materials available: Reading Programs and Practices in Elementary and Secondary Schools in Arizona (from the Bureau of Educational Research and Services, College of Education, Arizona State University; $1.00).

M. 2 Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W., Washington, D.C. Alfred S. Hayes, Sally Babylon, Joe Varley. Inventory of Projects and Activities in Reading and English.

This inventory, supplements to which are planned at regular intervals, solicited information on programs of the following types: 1) action programs seeking to exploit advances in linguistic science and related fields; 2) projects and activities seeking to explore ways of handling the special language problems of speakers of non-standard varieties of English; 3) school-based comparative experiments; 4) studies of language arts and English curricula with a view to modification or revision; 5) projects to prepare new teaching materials and tests; 6) projects to exploit audio-visual aids; and 7) scholarly research related to any of the above.

Materials available: Inventory of Projects and Activities in Reading and English, No. 1, February 1966.

M. 3 Southern Illinois University, Carbondale, Illinois 62901. Ellen Frogner. Language Opinionnaire.

This project is designing and administering an instrument to measure significant attitudes towards language among secondary English teachers and interns. Standards of usage, knowledge of terms used in describing language, and approaches to the study of grammar, to the psychology of language growth, to the historical development of English, and to the relationship of English to other languages will be measured and compared with those of ten experts in the field of linguistics.

Project began in September 1965, terminates spring of 1969; supported by ISCPET. (Reporting: Ellen Frogner)

M. 4 University of Illinois, Department of English, Urbana, Illinois 61820. James R. Squire, Roger K. Applebee. National Study of High School English Programs.

This three-year study examined practices in English teaching in 158 schools in forty-five states. Teams of specialists in English and the teaching of English visited the schools, which were selected because of their recognized achievement in preparing students in English. An extension of the project in 1967 will involve a comparative study of selected schools in the United Kingdom.

Project began in 1963, is completed subject to publication of the final report by the National Council of Teachers of English; supported by the Cooperative Research Division, U.S. Office of Education. (Reporting: James R. Squire)

M. 5 Bemidji State College, Bemidji, Minnesota 56601. Myron R. Swanson. Questionnaire on the Teaching of English to College-Bound Students.

A questionnaire to determine what was actually taking place in high school and college English classes was sent to 2600 Minnesota teachers, representing 500 schools. The results were discussed at the MCTE spring conference.

Copies of the tabulated results are available from the director at nominal cost.

Project began in January 1966; supported by the Minnesota Council of Teachers of English. (Reporting: Myron R. Swanson)

M. 6 Catholic Board of Education, 220 West Liberty Street, Cincinnati, Ohio 45210. Thomas Corbett. Survey of English Teaching.

Data on the teaching of English in the thirty-six secondary schools of the Archdiocese of Cincinnati is being gathered in this questionnaire survey of chairmen and teachers of English. Teacher preparation, teaching conditions, curriculum, and professional activity will be examined, with results available in the fall of 1966. A companion survey of public schools is planned.

Project began March 15, 1966, terminates September 1967; supported by the Catholic Board of Education. (Reporting: Thomas Corbett)

M. 7 Indiana University of Pennsylvania, Indiana, Pennsylvania 15701. David M. Cook, Craig G. Swauger. A Survey of Practices Related to Student Teaching in English in Pennsylvania's Teacher Education Institutions.

This study is designed to provide a complete and detailed report on the present state of teaching in Pennsylvania, including methods courses, pre-teaching preparation, the kind of supervision, and the length and depth of the student teaching experience. A follow-up study will attempt to evaluate the effectiveness of these experiences.

Project began April 28, 1966, terminates May 1, 1967; supported by the Indiana University Research Council. (Reporting: Craig G. Swauger, David M. Cook)

M. 8 Wisconsin English Language Arts Curriculum Project, 112 North Henry Street, Madison, Wisconsin 53703. Robert C. Pooley. Test Survey.

This survey of commercially available standardized English tests is being conducted in cooperation with the University of Wisconsin, Wisconsin State Universities, and the State Department of Public Instruction. A questionnaire survey has been used to determine which tests are in use in Wisconsin and why these are preferred. A second survey of selected elementary and secondary teachers sounds their opinions of each test's reliability and validity. The returns from these surveys and other data will be used to provide a guide for Wisconsin teachers and administrators, who have professed concern about the adequacy of standardized English tests.

Project began in November 1965, terminates September 1966; supported by the U.S. Office of Education. (Reporting: Robert C. Pooley)

N. SUMMER SCHOOL ENGLISH PROGRAMS

N. 1 Clayton Valley High School, 1101 Alberta Road, Concord, California 94521. Charles Lynch. Summer School English Program.

This program was designed to insure that students who have failed during the regular program will succeed. Audio-visual materials were used extensively, and books for independent reading were provided in every classroom. A chairman was designated and given released time for this project, and the curriculum was outlined well in advance.

Program began in June, terminated August 1966; supported by the local school district. (Reporting: Norman Naas)

N. 2 D. C. Public Schools, 1730 R Street, N.W., Washington, D.C. 20009. Charlotte K. Brooks. Enriched Summer School Program--English.

Four programs for pupils in grades seven through twelve were conducted in three junior and three senior high schools involving fifteen teachers. These enrichment programs were Great Books; Oral English; Enriched Communications; and Look, Listen and Learn (film series).

Program began June 27, terminated August 5, 1966; supported by the Elementary and Secondary Education Act. (Reporting: Charlotte K. Brooks)

N. 3 Old Rochester Regional High School, Marion Road, Mattapoisett, Massachusetts 02739. Llewellyn V. Roberts. Drama Workshop.

Drama as a creative activity was the basis for this project for ninth, tenth, and eleventh graders. Materials included a basic instructional text and two scripts for student productions. Guest lecturers in such subjects as theater history, play production, and acting technique were planned, as well as several field trips to nearby summer theaters.

Project began July 5, terminated August 15, 1966; supported by local school funds and a minimal tuition charge. (Reporting: Llewellyn V. Roberts)

N. 4 Unified School District No. 1, Racine County, 730 Washington Avenue, City Hall, Racine, Wisconsin 53403. Lloyd Johansen. Skill Building in Novel Approaches.

Summer School

This program for 500 students from kindergarten through eighth grade was designed to test novel approaches in teaching methods in an attempt to bridge the gap between theory and practice in education. Content was not to be tied to any grade level or course expectations but would attempt to build skills in certain basic areas of the language arts, sciences, mathematics, fine arts, and social studies.

Program began June 20, terminated August 5, 1966; supported by the National Defense Education Act, Title III. (Reporting: Lucy Elizabeth Williams)